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ABSTRACT

This report describes a project that studied practitioner selection, use and critique of materials for inservice education, and the impact of such materials on the selection of instructional problems. Inservice education products are defined in this report as materials designed to help a teacher or other educator acquire new knowledge, gain instructional skills, and/or rethink attitudes and beliefs. Products used in this study were manuals, games, films, videotapes, audiotapes, and others. This project was designed and implemented on the assumption that there is a good possibility that some, perhaps many, teacher needs could be met through use of inservice education products. The problem is to determine which products match with which teacher needs. Three major project activities occurred: (1) identifying user information requirements in regard to product selection; (2) describing selected products according to user specifications; and (3) observing representative teachers utilize and add to the information regarding the products they select. This report discusses the procedures employed and the findings in regard to the design of a user-based information system for inservice products effectiveness, and a report of selection, adoption, and use of such products in three local settings. Appendixes supply information on questions raised about products, assessment of resources, reports from groups, and reproductions of forms used in the project. (JD)

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Effective Teacher Education Program

PILOT PROJECT ON PRACTITIONER SELECTION, USE, AND CRITIQUE OF INSERVICE EDUCATION PRODUCTS

Volume I. Review of Project

Robert M. McClure, Director

November 1976

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FAR WEST LABORATORY
FOR EDUCATIONAL RESEARCH AND DEVELOPMENT

PILOT PROJECT ON PRACTITIONER SELECTION, USE AND CRITIQUE OF INSERVICE EDUCATION PRODUCTS

November 1976

Robert M. McClure, Director

Volume I. Review of Project

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The pilot project reported here represents an attempt to examine products designed for teacher inservice education. These products have been developed and distributed by research and development organizations, commercial publishers, organizations of professional educators, colleges and universities, and by individuals. The project was concerned with the extent to which these materials could help to ameliorate teacher identified curricular or instructional problems. The ways in which teachers and other school based personnel could learn of the existence of the materials, the manner in which local adoption/adaption took place, and the procedures that could most effectively establish user satisfaction were significant elements of the project.

Basic to the procedures employed in this pilot study was the support and cooperation of one hundred twenty teachers, local and state education association leaders and staff, and personnel from state departments of education. They participated in four regional conferences on user inservice education needs, in three pilot sites (Vancouver, Washington; Traverse City, Michigan; and Weymouth, Massachusetts), in a special validation study, and in other ways. Their names are:

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Robert McClure
November 1976

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CHAPTER ONE

INTRODUCTION

Volume I of this report describes a pilot project that studied: (a) practitioner selection, use and critique of materials for inservice education, and (b) the impact of such materials on the selection of instructional problems. Four other volumes contain descriptions of 58 inservice products.

The purposes of these five volumes are:

1. to provide a historical record of the work that took place in this federally funded project;
2. to provide a source of information for developers of inservice education materials for teachers so that their products can more nearly match the needs of potential users;
3. to describe a way of developing information about inservice materials and the uses that can be made of that information so as to help individuals and organizations concerned with dissemination of those training materials that now exist and/or are developed in the future.

In this chapter, five topics will introduce the reader to the more factual descriptive material which follows in later sections. These include: Practitioner Opportunities for Professional Growth, A View of Professional Growth, Inservice Education, Inservice Education Products, and the Pilot Project.

Practitioner Opportunities for Professional Growth

Teachers and other educators in the schools are increasingly dissatisfied with the nature and quality of their opportunities for professional growth. Current efforts are criticized for their lack of relevance to the persistent problems of learning and teaching, for a mismatch of purposes and methods, and for authoritarian governance structures that, by their exclusivity and lack of touch with reality, produce the "inservice education mess" (as a teacher said in responding to a questionnaire assessing inservice training needs).

Several forces have historically been present that brought about the current state of affairs. Edelfelt and Lawrence (1975) summarized these as follows:

> 1. The primary role of the school is giving and receiving of information.
> 2. Learning is the receiving of information to be stored and used later.
> 3. Curriculum and teaching are relatively fixed elements in the school.
> 4. The main business of teacher education is the quest for mastery of some relatively stable subject matters and methods of teaching.
> 5. In-service education is training that is designed, planned, and conducted for the teacher by persons in authority.
> 6. The central purpose of an in-service education is the remediation of teachers' deficiencies in subject matter.
> 7. Leadership is 'direction from above' and motivation is 'direction from outside.'
> 8. Supervision is diagnosis, prescription, modeling inspection, and rating.
> 9. Teacher education in teacher preparation institutions and teacher education in schools are separate and discontinuous processes.
> 10. Intellectual leadership in goal setting and planning for in-service education appropriately comes from outside the school.
> 11. The teacher is a solo practitioner (rather than a group member involved in a cooperative planning of common goals and related actions).
> 12. Prescriptive legislation is an appropriate vehicle for improving the quality of teaching standards [p.9].

Teachers, sometimes as individuals or in non-organized groups, but usually as members of a professional organization, are attempting to change these forces and to upgrade their opportunities to improve their practice. Some have created informal settings in which they learn from each other, as in local teacher centers or study groups. Others have created more highly structured organizations such as inservice institutes which identify needs and systematically match the needs with human and material resources. Still others, through the negotiation process, have changed the decision making structure at the local and state levels to make it more responsive to practitioner requirements.

These thrusts are coming from teachers who are now better educated than their predecessors, better equipped to analyze the basic causes of their inservice education problems, and better organized to take action on their programs. Consequently, the teacher and others at the instructional level in the schools will have increasing influence on the nature and content of inservice education programs.

It should also be noted that the recently stepped up attempts by others in the educational community and the general society to improve inservice is *fortuna cercata* since the acceptance of a common goal by all the power groups can bring about action. It is apparent that certain forces now exist that could aid in restructuring professional growth opportunities. These forces include a stabilized student population, a search by policy makers for new ideas to make the school more effective, a changing decision making structure in schools, improved instructional technology and a better educated teacher faculty.*

---

*It is our intent to be positive here but not unnecessarily naive. In the final chapter of this Report, some of the problems affecting the development of improved inservice will be discussed.

A View of Professional Growth

Professional growth opportunities for teachers can be viewed from a number of perspectives, three of which are job relatedness, decision, and setting.

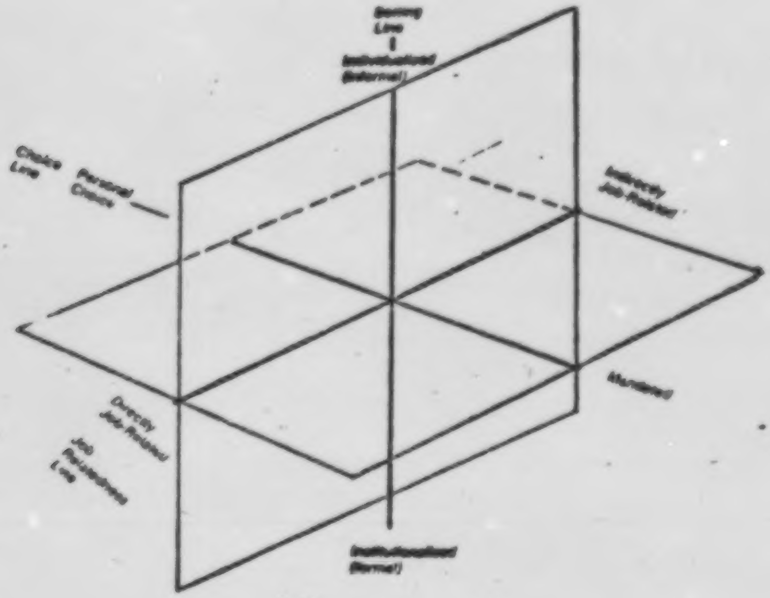
Inservice education may be directly or indirectly related to the teacher's job. For example, a teacher of Chinese might take a refresher course in the language and this would be *directly related* to his or her work. Another teacher, who has no responsibilities for the teaching of Chinese, might be pursuing the same opportunity, but is doing so because he or she feels that any broadening of one's liberal education will improve one's teaching abilities. This kind of participation is *indirectly job related.*

On the decision dimension, the teacher studying Chinese might be there because the principal had *mandated* that he or she upgrade specified skills or because the teacher had made a *personal choice* to participate in an effort to improve his or her practice.

The setting of inservice education might be *individualized/informal* or it may be *institutionalized/formal.* Continuing with the above example, a teacher might study Chinese independently or with another person in an informal setting. Those who are studying Chinese at a university in a class setting could be said to be pursuing a formal opportunity.

This view of some of the important dimensions of professional growth can be conceptualized symbolically:

FIGURE 1


Setting
Line
Individualized
(Informal)
Choice
Line
Personal
Choice
Indirectly
Job-Related
Mandated
Directly
Job-Related
Job
Relatedness
Line
Institutionalized
(formal)

The function of this discussion and the preceding assumptions is to demonstrate that decisions related to planning for professional growth opportunities should be viewed as systemic, that their nature is complex, and that more rigor and creativity is required if teacher inservice education is to have a constructive impact on students.*

---

*These thoughts were developed by Philip Kearney, Deputy Superintendent, Michigan State Department of Education; Patricia Orrange, formerly consultant to the New York Teacher Education Conference Board (and now Director of Instruction and Professional Development for New York Educators Association); Robert McClure, and others while participating in the Atlanta Conference on Rethinking Inservice Education in 1975.

Inservice Education

Most inservice education programs are limited to only a few of the dimensions in the above conceptualization. They are most frequently related directly to the teacher's job, occur in formal settings, and are mandated. Whether one's view of inservice education should take in all of the dimensions represented in the above conceptualization or only a part of them is not a matter that will be considered in this report. There are some considerations, however, that local governance bodies should incorporate into their planning. These will be discussed in this and the following chapters.

To correct a major deficiency in most current programs, inservice education for school practitioners must be planned. One-shot, hit-and-miss activities are not helping anyone--except, perhaps, the paid speakers who deliver those opening-of-school inspirational addresses. Such planning must be long-range, systematic, justified by needs, and meaningful to those who are to participate. And this planning must produce a *conscious delivery system.* All of those involved must understand the system's dimensions, methods of having an impact upon it, and ways it can help them improve their service to students. The most effective of these conscious delivery systems will be those that meet these criteria:

- The goals of the program are accepted by the participants as being their own.
- They are of direct benefit to students.
- They improve the quality of the school program.
- The parties involved participate in design, delivery, and implementation.
- They are publicly financed.
- They have clearly defined and agreed upon governance structures based on collaboration.

The author's personal view, formed in part as a result of experiences in this pilot project, is that inservice education is encompassed in all of the dimensions shown in Figure 1. These six criteria, given that view, should be applied to a delivery system that includes all dimensions on the three continuums in that figure. Others may have different viewpoints.

Of more direct concern to this report, however, is the place of transportable inservice education.

Inservice Education Products

Inservice education products are those materials designed to help a teacher or other educator acquire new knowledge, gain instructional skills, and/or rethink attitudes and beliefs. These products range from simple to complex; from use by individuals to large group instruction; from cheap to expensive; from single media to multi-media; from homemade to slickly professional; from subject centered to process oriented; from early childhood through college and adult education; from undocumented, simply derived claims for effectiveness to rigorous field tests; and from the empirical to the theoretically based. There are several hundred such products available nationally.

In this section five topics will be discussed briefly: the nature of the products, efforts to consolidate knowledge about the products, patterns of use, determining effectiveness, and the relationship of the products to teacher needs.

Nature of the Products

In 1974, the Stanford Center for Research and Development in Teaching (SCRDT) surveyed the state of the field of teacher education products. In their study (Bierly, Clark, et al., 1974) more than 125 characteristics of products were identified and used to describe and classify 657 products. Several of those characteristics have been selected for review here.*

Subject Matter Specificity. Sixty-six percent of the products surveyed had little if any subject orientation--they were targeted to other outcomes discussed later in this paper. The four most frequently specified subject matter areas were reading (N=57), social studies (N=39), mathematics (N=36), and English language skills (N=33) [p. 13].

Grade Level Specificity. Approximately one-fifth of the products were described as being helpful to teachers in general without regard to grade level. Of the remaining, the most frequently cited were directed toward the elementary teacher (N=288) with those targeted for junior and senior high teachers being a smaller number (N=231) [p. 16].

Target Teacher Outcomes. The SCRDT review looked at five kinds of target teacher outcomes, four of which are summarized here. (Their "Other" category is excluded). In the Planning Skills sub-category about one-half of the products were directed toward "selecting instrutional strategies" (N=315), about one-third toward "preparing instructional materials" (N=204; which included new products as well as some of those also related to selecting instructional strategies), and about one-fourth toward "selecting instructional materials" (N=195). In addition to these three descriptors, there were nine others with a total of 346 products spread across them [p. 21]. In the Presentation Skills sub-category there were 1340 products directed toward "reinforcing," "individualizing instruction," "questioning," "motivating," "explaining," and "eliciting feedback" [p. 23]. In the Skills in the Unplanned Aspects of Teacher Behavior sub-category there were 421 products indicated and nine descriptors. "Providing feedback" and "informal interaction with students" had the largest number of products [p. 30]. In the Assessment and Evaluation sub-category, 13 descriptors were provided and 1,068 products; "preparing objectives," "assessment of student cognitive behavior," "evaluation of student cognitive behavior," and "measuring student entry behavior" described the largest number of products in this sub-category [p. 34]. In the final sub-category under target teacher outcomes, Affective Outcomes, there were 427 products, described by ten descriptors. "Attitudes toward students" had almost 12 percent of the products; other products were spread somewhat evenly across such descriptors as "attitudes toward teaching" and "motivating to achieve."

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* These descriptors and subsequent ones are not mutually exclusive. More will be said later about the problems that were created for the pilot project by individual products being described on so many variables within and across categories, thus making it difficult to determine exactly what the thrust of the material was supposed to be.

Target Student Outcomes. Two sub-categories are present in this category. In the first, Cognitive, there are 533 products across six descriptors. "Acquisition of information," "comprehension of information," and "application of information" are the three with highest tallies [p. 45]. In the socio-emotional sub-category, 12 descriptors are used to describe 380 products. The products are spread rather evenly across the descriptors with "increase of interest," having a slight edge in the total count.

Price Per Product. Information on cost was available in the study on about one-half of the products SCRDT surveyed. The median purchase price was $3.00 although that was raised considerably by a few very costly products to a mean of about $88.00. The complete range was from free to $6,000. (It should be remembered that these are 1974 or before prices. Inflation hits everything including inservice products!)

Nature of the Training Situation. Three sub-characteristics have been selected for summary here. The first is Nature of Training Materials. Physical characteristics selected in the SCRDT study are reported in Table 1.

TABLE 1

Frequency and Percentage of Products in Category 18:
Nature of Training Situation
Materials Provided with Product[a]

Descriptors	N	%
Manuals	485	73.8
Games	26	4.0
Films	84	12.8
Videotapes	35	5.3
Audiotapes	89	13.5
Others	161	24.5

[a] The descriptors in this category are not mutually exclusive [p.50].

In regard to the sub-characteristic of Time (needed by participants to use the product), the number of hours ranged from 1 to 640, the median was 8 and the mean almost 16. The third dimension in the setting category was Personnel Required to Administer Training. Almost 40 percent of the products in this survey were designed to be self-administered, while a smaller number (37 percent) required a "supervisor or leader familiar with materials." Only 18 products of the 610 for which there was information on this characteristic required an "outside consultant" [p.57].

Summary of Nature of Products. This summary of the SCRDT Study gives an indication of the nature of the products that were available in 1973. A re-examination of the current state of teacher education products was not a major purpose of this pilot project. However, the pilot project staff was deeply involved with a number of the products during this year and a few observations drawn from this experience are germaine to the discussion.

First, the state of the field is not nearly as orderly as one might expect from reading the SCRDT Report. Our initial experiences in ordering products, using the SCRDT Computerized Catalog of Inservice Products as our source, indicated that countless distributors of the materials simply no longer existed. In a bid to bring some order to our selection process, we wrote to the 265 different developers or suppliers of the materials listed in the SCRDT Report. (See Appendix A for copy of the letter.) Seven percent of the letters were returned by the post office marked "no such person at this address." The number of individual products effected by this fact exceeded 10 percent--or about 70 of the total. An almost equal number of the suppliers responded by saying that they had either never heard of the product about which we were writing or that it no longer existed. Another 5 percent of the products, according to respondents, were incorrectly described in the description of the material that was included with our letter. More disturbing was the fact that no responses were received for over one-half of the products. *Finding* products was one of our most difficult tasks.

Our informal inquiries produced about 25 new products that were not included in the original SCRDT search (and that have now been added to the SCRDT Catalog). Most of these were products that had been developed or made available after the Stanford search was concluded. These additions could change the SCRDT findings. In our opinions, the newly produced products that we encountered were, at least, somewhat better organized (e.g., purposes, procedures, evaluation processes were clearer) and were more attractively presented than many of their predecessors.

Efforts to Consolidate Knowledge About the Products

Since it became clear in the early 1970s that a significant number of inservice products existed and that these products had the potential to enrich inservice programs, there have been efforts to catalog them. At the outset there were several small scale efforts to pull together a listing of the various materials so that their nature could be understood and their existence made known to potential users. Later, as the Competency Based Teacher Education "movement" got organized, there were larger scale, better organized efforts to consolidate descriptions of the materials into resource guides. The SCRDT Catalog in 1974 drew its entries almost exclusively from eight such sources:

1. Research in Education, Volume 1-8, issued by the Educational Resources Information Center (ERIC).
2. Resources for Performance-Based Education, edited by W. Robert Houston, et al. Albany, N.Y.: State University of New York, State Education Department, 1973. (Original version and Supplement A published November 1973.)
3. A Source Book of Elementary Curricula Programs and Projects, edited by Samuel N. Henrie, and others. San Francisco: Far West Laboratory for Educational Research and Development, 1972.
4. Materials for Modules: A Classification of Competency-Oriented Tools for Teacher Education, edited by Bruce Joyce, Greta Morine, Marsha Weil, and Rhoda Wald. Washington, D.C.: U.S. Office of Education, 1971.
5. Florida Center for Teacher Training Materials Catalog; FCTTM's Annotated Catalog of Teacher Training Materials, edited by William J. Spino, Andrea G. Berger, Marian J. Tonjes, and Alice R.B. Abott. Coral Gables, Fla.: Florida Center for Teacher Training Materials, University of Miami, 1972.

6. CEDaR Catalog of Selected Educational Research and Development Programs and Products, (3rd ed.), Volume 1 and 2, compiled by the CEDaR Information Office. Denver, Colo.: CEDaR Information Office, 1972.

7. Learning Directory, 1970-1971, Volumes 1-8, compiled by Westinghouse Learning Corporation. New York, N.Y.: Westinghouse Learning Corporation, 1970.

8. Learning Directory, 1972-1973, Supplement, compiled by Westinghouse Learning Corporation. New York, N.Y.: Westinghouse Learning Corporation, 1972.

Most of these catalogs contains standard bibliographic notations and, in addition, include rough indications of competencies which users can acquire. For example, the "Houston Catalog" classifies seven competencies: (1) assessing and evaluating student behavior, (2) planning instruction, (3) conducting and implementing instruction, (4) performing administrative duties, (5) communicating and interacting, (6) developing personal skills, (7) developing pupil self (Houston et al., 1974, pp. 4-5). The "Maryland Catalog," published a few years later, used the same classification scheme. The classification used most often in the catalogs was that which was developed by the Florida State Department of Education and other organizations in that state. The Catalog of Teacher Competencies (Dodl, 1972) was the result of the work carried out in Florida and its publication had great effect on the ways in which products were described in future catalogs.

Competency based teacher education provided the "advanced organizer" for these resource guides. In addition to the usual problems that catalog developers face (e.g., quickly out of date) these materials had three other drawbacks.

First, they were organized, written, and disseminated for audiences other than teachers. They seem to have been prepared primarily for researchers and developers to use for further understanding of the nature of the products. Their availability and, more importantly, their style of communicating were not oriented to teachers. Undoubtedly persons responsible for planning inservice programs for teachers had access to them, but there is little evidence (as will be discussed in a later section) that very much selecting, ordering and using took place.

Second, the catalogers used the developers or suppliers for their source of information as opposed to an independent analysis and description of the product. Without proper guidance, developers or suppliers often indicate, for example, that their product emphasizes a great range of outcomes and uses. Consequently, product descriptions, particularly in the SCRDT, have as many as 10 or 15 outcomes attributed to them. Short of an actual review of the product, this feature of some catalogs made it very difficult to discover the essential purpose and scope of the material.

Third, the catalogs in several cases were by definition limited to CBTE type products (i.e., the products had to include a clear statement of purpose to guide the learning endeavor, defined in terms of operant behavior) yet the catalogs contained countless materials that were not competency based. This created a problem for the pilot project reported herein since its purpose was to locate materials that could potentially help practitioners solve their teaching problems, whether those materials were labeled CBTE or not.

A significant number of people in teaching have serious problems with CBTE programs and their close ties to the accountability movement (NEA, 1976, p. 214). The catalogs were designed to provide educators with a guide to the resources available to enrich programs of professional development. Most, though, treated the products as though they were in the same philosophical tradition as CBTE, thus causing those who disagreed with the movement to view all inservice education products in a single tradition, therefore denying their potential usefulness. Several catalogs pointed to sources from which products could be drawn that were not CBTE oriented. These were invaluable to this project.

Patterns of Use

The pilot project did not conduct a study of the use being made of inservice education products. We can, however, summarize the observations gained from working with teaching practitioners:

1. Most teachers and others at the instructional level do not know that the products, as a group, exist.
2. A few, undoubtedly less that 20 percent, do know about one or two of the products.
3. Some suppliers are aggressively marketing their products (usually commercial or "quasi commercial" ones).
4. Greatest success appears to come from products that clearly match teacher stated needs (individualizing instruction, classroom management, reading, etc.), that can be used without an outside resource person, that can easily be used and completed over a several week period,* that employ methods other than just reading, and that are attractively presented but not too expensive--$50 or $60 for reusable materials, considerably less for expendable ones.
5. Of those who are aware of the materials, several reject them, either on the basis that they are a vehicle to impose others' views of teaching (e.g. CBTE or "yet another innovation") on them, or that it would be impossible for materials prepared elsewhere to solve a local problem.
6. There are teachers (those in our pilot work and, we are certain, others that we have not worked with) who view the materials as one resource that can help to solve some persistent problems with inservice education.

The essential assumption of the project reported here is that this final view is an accurate one--that inservice education products deserve further study and possible use by the teaching community since they can potentially ameliorate some persistent problems in teaching and learning.

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* It has been suggested (Cozine, 1975), however, that "...teachers are willing to invest greater amounts of time in training if they thought the activities would be worthwhile."

Determining Product Effectiveness

Previous attempts to determine the effectiveness of educational products have focused on student instructional materials. Efforts to assess the quality of inservice education products, either prior to use or in field test tryouts, have employed criteria similar to those applied to student materials. It appears from our work with teachers that instructional materials, whether they are for students or their teachers, should be critiqued using similar criteria.

Klein (1976) suggests that there are three major kinds of product decisions--product development decisions, product screening decisions, and product selection decisions. She studied the criteria that various groups chose to employ within and across such decisions. Six clusters of criteria were identified--desirability, practicality, intrinsic quality, product development, user effects, and spinoffs--and several role groups were asked to indicate the merits of each as they engaged in decision making. Her findings that teachers rely more heavily on criteria of desirability, practicality, and intrinsic qualities in selecting student instructional materials match what teachers said during the project when they were discussing criteria for critiquing inservice products. A major difference in this study, however, is that teachers told us they wanted indepth information about product development--chiefly, whether or not the developer had classroom experience and whether the materials had been tried out with students or teachers.

The Educational Products Information Exchange (EPIE) in its work on analyzing instructional materials also has addressed the qualitative question

(EPIE, 1973). Its system of analysis, adapted from Eash (1970) and Tyler (1949), first emphasizes the material's characteristics (i.e., instructional design framework) and then proceeds to propose evaluative-like judgments based on (1) the presence of such characteristics and (2) the match of those characteristics with the potential user's context. This approach was found to be useful in the pilot project and an adaptation of it was made.

For the most part, inservice education products have not been subjected to rigorous testing to determine their potential effectiveness. SCRDT found in its survey, "...the broad outlines of the field test information indicate that data are available in too few cases, in too little detail, and in a form too unavailable for evaluation by potential users or critics of the products" (Bierly, Clark, et al., 1974, p. 63). Our review of selected products two years later confirmed this finding. A discussion of methods to determine the effectiveness of teacher education products--in the context of this pilot study--is in Chapter Three of this report.

Teacher Needs and the Products

Teachers have a wide variety of interests and needs. A reliable source of information, and one which shaped many decisions in the project, is the NEA Assessment of Teacher Inservice Education Needs conducted in September, 1975 (NEA, 1975). In this study a representative sample of teachers was asked what they wanted to learn more about from a list of twenty-five topics. These topics were organized around five categories: Ways Students Learn, Teaching (i.e., content) Areas, Teaching Skills, Organizational Patterns, and Instructional Materials. Table 2 on page 18 summarizes the responses

TABLE 2

Level of Interest in Having Opportunities to Learn More About Selected Areas

(A difference of 5 between measures is significant)

	Total respondents	Tchrs grades PK-3	Tchrs grades 4-6	Tchrs grades 7-8	Tchrs grades 9-12	Other respondents
1. The ways students learn (e.g., learning styles, motivation, retention, reinforcement	80+	83	80	75	77	82
2. Teaching areas:						
a. Reading	71+	85*	80	55	54	74
b. Language	57	74*	63	42	41	59
c. Mathematics	58	71*	71	44	43	52
d. Science	50	57*	59*	44	43	46
e. Social studies	48	54	60*	34	41	45
f. The performing arts (e.g., drama, music)	38	44*	37	31	35	38
g. The fine arts	36	39	34	34	33	36
3. Teaching Skills:						
a. Classroom management	66	76*	67	60	58	66
b. Diagnosing weakness and prescribing instruction	76+	84*	81*	70	65	81*
c. Structuring learning experiences	67	74*	66	59	65	81*
d. Values clarification (helping students clarify their own values)	63	59	67*	58	63	67*
e. Students teaching students	51	50	53	49	52	55
f. Teacher-student interaction	62	59	64*	56	65*	50
g. Evaluating student learning	66	67*	66*	59*	67*	67*
h. Motivating students	86+	85	86	86	83	88
4. Organization Patterns:						
a. Team teaching	49	48	50	52	48	50
b. Open classroom	36	41	33	35	33	38
c. Nongrading	44	52*	41	43	39	42
d. Year-round	33	27	27	32	39*	40*
5. Instructional Materials:						
a. Teacher-prepared:	72+	77	73	68	67	71
b. New curricula	68+	70*	65	67	68	69
c. Programmed instruction	45	45	44	40	49	45
d. Technology (e.g., use of TV, radio)	48	40	53*	49*	53*	49*

NOTE:
+Significantly greatest among items for all respondents
*Significantly greatest between teaching levels

(NEA 1975, p.2b

by indicating the levels of interest based on weighted percentages, giving more weight to "very interested" than to "somewhat interested."*

A special need of teachers, it would appear from these data, is to have the opportunity to learn more about the ways students learn. *Student motivation,* it would seem, ranks high on the teachers' priority list. Probably as an adjunct to teacher interest in student learning is their concern with teaching skills, particularly *diagnosing learning problems, prescribing instruction, structuring learning experiences, classroom managment* and *evaluating and motivatina students.*

One teaching area, *reading,* was an exception to the lower level of interest in content, with much more interest shown by elementary than secondary teacher members. Similarly, elementary teachers expressed a higher level of interest in *language, mathematics, science, and social studies* than did secondary teachers even though these content areas showed an overall lower level of interest than reading. That the elementary teacher should have a higher level of interest in these five basic areas than secondary teachers is not surprising since the organization of the two levels usually requires elementary teachers to be generalists rather than specialists. The specialization requirements for teaching fine arts and performing arts--and the geographical limitation on perceived needs for bilingual and/or multi-cultural education--probably precluded a relatively lower level of interest in these areas.

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*Tables 2 and 3 summarize the responses with a measure that makes comparison relatively simple since it is based on a scale from 0 to 100, with differences of 5 considered significant. Each measure is an estimate of the population measure with a 90 percent level of confidence. The measures, dependent upon the percent that respond "very interested," "somewhat interested," and "not interested," were calculated as follows:

FOR A GIVEN ITEM AND GIVEN SET OF RESPONDENTS:
Let $v=$ percent selecting "very interested"
$s=$ percent selecting "somewhat interested"
$n=$ percent selecting "not interested"
$m=$ weighted measure
$m= \frac{3v+s}{3}$ (rounded to the nearest whole number)

This gives twice the weight of v as to s and zero weight to n.

These measures provide an artificial ranking of level of interest. Generally, developing inservice programs around particular areas and activities based on the greatest measure will satisfy the most respondents. That may only be true nationally since regional, state or local conditions vary. Furthermore, an artificial ranking does not always take into account depth of concern. That is, two areas with the same measure could have different rankings if members were to place them in priority sequence.

There was also a relatively lower level of interest expressed in learning more about organization patterns and in programmed instruction and technology.

Thirteen kinds of inservice activities were listed in the survey. Table 3 shows teachers' levels of interest in these various activities.

It appears that, in general, teachers prefer opportunities to *exchange ideas with colleagues* and *visit successful programs* and have a lesser interest in *workshops with high participant involvement, demonstration lessons taught by other teachers,* and *a series of presentations by knowledgeable people.* Even less interest was shown in the other listed items, perhaps because they are not usually thought of as being inservice education activities.

"Use of teacher training products" was not a choice on the survey--undoubtedly an oversight by the surveyers but another indication of educators lack of knowledge about the products. If the option had been included, it is likely that it would have received a low rating because of teachers' unfamiliarity with the materials. For the most part, experiences with teachers during the pilot study confirmed other findings in the NEA study.

There are clear matches between what is known about inservice products and certain teacher needs. Teachers' ranking on the NEA instrument (see Table 2) of "the ways students learn" has a clear relationship to several products analyzed by SCRDT. The following sample list illustrates the point:

TABLE 3

Level of Interest in Activities for Inservice Education Programs

(A difference of 5 between measures is significant)

	Total respondents	Tchrs grades PK-3	Tchrs grades 4-6	Tchrs grades 7-8	Tchrs grades 9-12	Other respondents
a. Exchange of ideas with colleagues....	76+	77	74	72	76	81
b. Demonstration lessons taught by other teachers.......................	62	68	59	58	59	64
c. Visits to successful programs.........	78+	85*	75	73	77	81
d. Programmed instruction................	41	42	40	39	43	40
e. Workshops with high participant involvement..........................	64	72*	60	58	59	70*
f. Series of presentation by knowledgeable people..........................	59	79*	58	57	56	59
g. Study at a college or university, either degree or non-degree..........	48	45	50	47	45	55*
h. Attendance at professional conferences or conventions.......................	46	43	44	42	47	54*
i. Sabbatical leave.....................	42	36	43*	41*	44*	46*
j. Student feedback and evaluation......	59	53	61	53	62	69*
k. Analysis of videotaped teaching units...............................	40	36	38	36	45*	44*
l. Independent study or research, including self-analysis of teaching effectiveness........................	51	45	52*	45	54*	56*
m. Exchange roles (e.g., with counselors, librarians).........................	40	38	37	41	41	44

NOTE:

+Significantly greatest among items for all respondents

*Significantly greatest between teaching levels

(NEA, 1975, p.5)

TABLE 4

SCRDT Product Listing
Related to Ways Students Learn

Kinds of Product	Number of Products Listed in Catalog in the Category
Assessment of Student Cognitive Behavior	146
Evaluation of Student Cognitive Behavior	118
Teacher Self-Observation	100
Attitudes Toward Subject Matter	39
Intellectual Independence	72

Similarly, products exist for stated teacher needs in reading (N=57), classroom management (N= at least 45, depending on definition), and motivation (N=125). In other need areas there is a lesser number of products available.

The problem, of course, is to determine which products match with which teacher needs, a subject of considerable interest in the pilot study and one which is discussed in later sections of this report.

The Pilot Project

This project was designed and implemented on the assumption that there was a good possibility that some, perhaps many, teacher needs could be met through the use of inservice education products. Three major project activities occurred: identifying user information requirements in regard to product selection, describing selected products according to user specifications, and observing representative teachers utilize and add to the information regarding the products they select.

In addition to the observation and findings contained in this report, there are two major product outcomes resulting from the work. The first consists of descriptions of more than 50 inservice education products on four topics: individualizing instruction, language arts, classroom management, and student motivation. These descriptions are organized in four volumes according to topic and make up Volumes II, III, IV, and V of this report. Also, the work of the project has provided the basis for a large scale program to implement the work of this pilot effort. The NEA program to facilitate product use by practitioners to help them solve their instructional problems and to study the effects of such use began on July 1, 1976. Hopefully, the results of the pilot work will have a long-term and lasting impact on improving the quality of teacher professional growth programs.

The balance of the report discusses the procedures employed and the findings in regard to the design of a user-based information system for inservice products effectiveness, and a report of selection, adoption, and use of such products in three local settings.

CHAPTER TWO

USER INFORMATION NEEDS

It was noted in Chapter One that previous efforts to provide information about inservice education products had apparently not been directed to teachers. In an initial project activity held in Burlingame, California, October 2-3, 1975, a group of teachers reviewed existing catalog descriptions. Participants gave advice as to whether or not any of the descriptions contained information they would need in order to select a product. Most agreed that each catalog contained certain kinds of information that would aid them but that none met all of their information requirements. Their critiques of catalog entries revealed several deficiencies. They found it difficult, for example, to know the nature of the learning activity they would engage in if they used the product, the kinds of help they would receive while using the materials, the exact nature of the assessment procedures and the possible uses that could be made of the evaluation results. Perhaps most important was the way the use of the material was supposed to affect their behavior, or their students' achievement. In many cases they found the style of language and the formats unfamiliar and difficult to read. Most of the teachers commented that the catalogs did not inspire them to want to use the material.

Subsequent to this experience, it was decided to work with a sample of teachers from around the country to elicit their views on what specific information should be incorporated in product descriptions. Three conferences were held in early 1976 for this and other purposes.* In each, teams of four practitioners were invited. Each conference had three or four teams in attendance. Prior to coming to the meeting, each team identified a need that could potentially be solved through an inservice education experience. The local sites represented and the identified problems of each were:

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*Washington, D.C. January 11-13, with teams from Virginia, New York and Massachusetts; Chicago, January 14-16, with teams from Iowa, Michigan and Illinois; and San Francisco, January 21-23, with teams from Washington and California.

Greenburgh/Westchester, N.Y.	Human Relations/Organizational Development
Teachers Learning Center (T.L.C.), Des Plaines, Illinois	Effective Ways that Teachers Can Help Students Clarify Their Values
Kelso, Washington	Student Motivation
San Jose, California	Classroom Management
Fairfax, Virginia	Dealing Constructively with the Disruptive Child
Iowa State Inservice Committee	Discipline
Newton, Massachusetts; Traverse City, Michigan; Bellevue, Washington	How Teachers Can More Effectively Individualize Instruction
Fall River, Massachusetts	Assessing Student Growth

Four products related to the needs identified by each team were selected by the project staff and thoroughly reviewed in preparation for the meeting.

On arrival at the meeting each team was told that products had been selected which could potentially help them deal with the need they had expressed, but that these materials would not be shared with them until later. Their first activity was to engage in a simulated role playing game in which they were to seek information about the four products (labeled A,B,C,D). Each team worked for four hours on this exercise asking questions of a "panel of experts" (the staff), writing them on "NCR Paper" and receiving an answer on the same sheet of paper. The carbon was retained by the staff and the team kept the original in order to build its own information bank on the four products. Following are the questions raised, in the order in which they were asked by one team:

1. Who developed each of the four products?
2. Is each product suitable for secondary school? If not, which ones are?
3. Describe the scope (e.g., goals, numbers of pupils effected, materials, teacher prep, cost, etc.) of Product D.
4. With references to Product D, please expand on the six sound filmstrips with scripts.
5. Describe the scope (e.g. goals, numbers of pupils effected, materials, teacher prep, cost, etc.) of Product C.
6. Is there a specific product for: (a) gifted students, (b) children with learning difficulties, among the four products?
7. Are these products (all four of them) designed to be implemented in subject matter classrooms, or do they require open-ended schedules?
8. Define "individualized" (e.g., is product designed for individuals only, for small groups, for entire classes, etc.) as it pertains to each of the four products.
9. Describe the scope (goals, materials, teacher prep.) of product B.
10. Is there any way (e.g., grants, et al.) to get around the cost (i.e., purchase or rental, and teacher preparation.) of Product C?
11. How extensively has Product C been tested?
12. Following the teacher training, how much money is involved in providing student materials in Product C?
13. Is Product C applicable to all major subject areas (math, science, English, social studies, foreign language, etc)?
14. Is it intended that Product C could become a "learning style" to be used more or less continuously throughout a school year? If "no," why not?
15. In regard to Product C, is there any complication if a school has a wide variety of socio-economic and educational backgrounds among its student population?
16. Does Product C make provisions for the use of special resource teachers (L.D. teachers, reading specialists, etc.) and/or a product coordinator?

17. Discuss the specific advantages and/or disadvantages of Product C relative to: (a) gifted children, (b) slow learners.

18. To what extent does Product C draw on the educational community (e.g., in-house) and the wider community?

19. What specific provisions does Product C make for those students who cannot, or will not, be self-motivated and how much teacher supervision/direction is required for such students?

20. We really need to know negative and positive criticism regarding Product C.

The complete set of questions raised by all teams is shown in Appendix B.

Following their information collections, each team then reviewed the questions and answers and selected one of the products to use. After working with the materials they had selected each team contributed additional questions to those they had originally raised. (Two of the teams were very dissatisfied with the product they had selected and felt that these post-selection questions were more to the point than their earlier ones.)*

An analysis was made of participant questions after the conferences and a content summary was developed which included:

I. Bibliographic Information
  A. Title
  B. Author/Distributor
  C. Publisher/Distributor
  D. Date(s)
  E. Medium(s)
  F. Components and Prices (startup and replacement)
  G. Target Audience
    1. Main and/or Secondary

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* The other major activity of the Conference, the critiquing of the selected product, is described in Chapter Three.

        2. Age/Grade
        3. Ability Levels
        4. Subject Areas
        5. Ethnic/SES
    H. Inservice Education Role

II. Purpose /Intents
    A. Producer Rationale
        1. Reasons for Producing
        2. Assumptions
    B. Anticipated Outcomes
        1. Stated, Implied, Inferred
        2. Specific/General
        3. Form
        4. Possible Concommitants
        5. List or Summary

III. Inservice Teacher Education Content
    A. Topics Covered
        1. Broad, Narrow, In-depth, Survey
        2. Same for All, Differentiated, or Choice
        3. List of Topics
    B. Types of Inservice Activities
        1. Major and Secondary
        2. Range
        3. Suggested or Prescribed; Same for All or Differentiated
        4. Teacher Time Involved, How Scheduled and Organized

- C. Sequencing of Topics and Activities
    - 1. Fixed or Flexible
    - 2. Who Decides?

IV. The Delivery System

- A. Resources Required or Recommended
    - 1. Personnel Roles and Training Costs
    - 2. Additional Materials and Equipment
    - 3. Space
- B. Vehicle/Organizational Format
    - 1. Who Initiates?
    - 2. How do Teachers Gain Access?
    - 3. Place in Overall Inservice Program
    - 4. Relationship to Classroom Practice

V. Assessing Participant Growth

- A. What is Evaluated and What Quality Criteria are Applied?
- B. How Conducted:
    - 1. When = Pre Assessment, During, Post Assessment
    - 2. Means= Formal or Informal
    - 3. Kinds of Instruments
- C. Uses Made of Results
    - 1. Who Uses?
    - 2. How (e.g., formative, summative..)

VI. Product Development

- A. Identification of Developer
- B. Process Used (e.g., R&D base, task analysis, etc.; use of classroom vs armchairing)
- C. Field Test Results

VIII. Cross Category Dimensions

- A. Adaptability
- B. Congruence/Appropriateness
- C. Usability
  - 1. Content Validity
  - 2. Social Fairness
  - 3. Technical Quality
  - 4. Potential Controversy

Three versions of forms incorporating this content were developed and tested by the staff as they described sample products. From this testing a fourth version was created to be used for try-out pilot sites and in other field test. Shown on page 130 is a reproduction of the form product analysts used to describe fifteen inservice education products for potential users in the pilot sites.

Based on advice from teachers in the conferences two levels of information were developed--a one-page summary information form for those who wished to screen many products and a seven-page in depth form for use after product screening had occurred. As is discussed in more detail in Chapter Four, pilot site participants reviewed all of the summary sheets for the topic on which they chose to focus and then examined only those in-depth descriptions that appeared to match their use requirements. This first use of the descriptions provided additional input for revisions that were to follow.

After participants in the pilot sites had selected and used one of the products, a full-day meeting was held at each site at which a principal activity was the revision of the product description form.

In addition to individual input from the 59 teachers and administrators in the pilot sites a special study was conducted with ten teachers who had not been related to the project's work to that point. Each examined a product and its accompanying description and suggested revisions in the form and the content of the product description they were asked to review. Thus, thirteen of the product descriptions contained in Volume II of this Report reflect: (1) an independent analyst's description of the products, and (2) revisions made by practitioners who have had an experience with the material.

One of these descriptions is reproduced on page 132 (Form 2*) to show the final form as developed through the field test reported here and as an example of a description that appears to meet the information requirements of potential users.

One major difference between this project and other efforts to consolidate product information has been the use of independent analysts as product describers. These analysts were selected because of their ability to write clearly, their familiarity with classroom practice and the particular communication styles of most teachers, and their knowledge of the content of the products and the methodology employed in them.

Each analyst reviewed all material that users would receive if they ordered the product. Audiovisual media were listened to/looked at, written material read, games played or simulated. If the material was extensive, generous samples of it were reviewed. The average amount of time spent in review of each product was about four hours, although some took as little as thirty minutes, while others took as long as four days.

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*Form 2 does not present the final pages, "Describer Critique" and "User Critique," as the processes that led to their development are discussed in the following chapter.

Using notes from their review, analysts then described the product according to directions in the Analyst's Guide as shown in Form 3 on page 138.

In this chapter the focus has been on the processes used to develop inservice education product descriptions that meet potential users' information requirements and the result of those processes. The emphasis has been on the more or less factual components of such descriptions. The next chapter will focus on methods and processes used to determine the effectiveness of inservice materials.

CHAPTER THREE

DETERMINING PRODUCT EFFECTIVENESS

Questions related to the quality of inservice products have been approached from three perspectives in the project. In *selecting products* the concern was with potential matches between product outcomes and specified user needs; in *analyzing products* judgments were made on items that could be evaluated by trained describers as they reviewed materials; and in *user critiquing of products* the emphasis was on judgments that could be made only by teachers and other practitioners who had a direct experience with the material. Each of these functions will be discussed in this chapter with the third receiving the most emphasis.

Selecting Products

As has been noted in Chapter One there exists a large number of knowledge consolidation resources for inservice education products. Many of these were extensively used by this project so that materials could be located, ordered, reviewed, described, and in some cases installed in pilot sites. (Houston, 1973; Houston, November 1973; Maryland, 1975; SCRDT, 1974; and Florida, 1972.) Also, publishers' brochures or announcements and catalogs from various organizations were helpful in identifying potential products.

In preparation for the October 1975 Burlingame conference, the first phase of selecting products was to search catalog descriptions for materials that would (a) meet identified user needs, (b) be usable at K-12 levels, and (c) represent a broad range of product types. All one hundred product descriptions in the SCRDT catalog that met these requirements were reviewed. Fifteen products were ordered. Nine of these did, in actuality, meet our specifications.

Subsequent to that meeting a search was initiated for products that appeared to match user needs as identified by the NEA teacher needs assessment on inservice education (NEA, 1975). In this search we focused on products from larger distributors so that the staff could become familiar with the nature of their materials. It was learned that distributors, almost without exception, supply materials that are of the same format. Thus, in future searches it was easier to isolate more quickly materials of a certain type when they were needed.

In selecting products for use in the January 1976 conferences in Washington, Chicago, and San Francisco, those kinds of materials that would meet team needs as shown in the listing on page 24 were emphasized. Here again, our criteria were similar to those used in acquiring materials for the Burlingame session. More than one hundred product descriptions were reviewed in order to select and acquire the thirty-two used in those meetings.

It was noted during those conferences that potential users were attracted to products that had certain characteristics and, to the extent possible, those preferences guided our future choices. Of greatest importance to the teachers at the above conferences was the potential that a product held for solving their stated problem. Those product descriptions, then, that were informative about potential outcomes were highly regarded and those materials were more often selected when the match was present. Similarly, potential users seemed to gravitate to those materials where there seemed to be promise for direct classroom application. Potential users tended to look for products in which the learning activities were interesting and varied. Another user criterion related to clarity of instructions for use of the product and whether or not there was the potential for ordering the product and then being unsure of how to use it. Attractiveness of the material, although difficult to ascertain from reviewing descriptions, tended to be important but not overriding during the selection process.

User teams in the January conferences were generally negative about products that exclusively used programmed instruction, required extensive technology, or that came from sources they perceived as promoting a point of view with which they disagreed (e.g., a school administrator organization's material on teacher accountability).

In general, these practitioner views on product desirability guided the selection of products for the pilot sites and for inclusion in Volumes II, III, IV, and V of this report.

Analyzing Products

Participants in the January user conference strongly indicated their interest in having descriptions contain the analysts' judgments about the worth of the material they were describing. Such judgments, they argued, would be informed ones and would give the potential user an important added dimension to the more factual description resulting from the analysts' review of the material.

The staff was at first doubtful about the teams' insistence since the principal thrust of the project was to provide to potential users information which had not been unduly manipulated by educators no longer in touch with the day-to-day problems of teaching. More important than staff doubts, however, was the project's goal to be responsive to the user client. To meet both needs, a section was added to the description form presenting the analyst's judgmental comments on selected dimensions of the product but leaving the ultimate decision regarding usability to the client. The first pages of the description form, which are reproduced in Appendix H, Form 3, were followed by five categories labeled "Describer Critique." This critique included:

1. Appropriateness/Congruence (to audience/among design parts);
2. Adaptability (delivery system, audience, content);
3. Validity (content accuracy, social fairness);
4. Technical Quality (language, editing, attractiveness, ease of use);
5. Overall Summary (including main strengths, weakness, potential problems).

Field tests of the form resulted in changes in the critiquing section as well as those changes on the descriptive portions of the form, described in Chapter Two. The Analyst's Guide was expanded to include the analysts' critique section and it is reproduced in Form 4, Appendix H.

The revised form sharpens the categories that appeared in the first version and gives the analyst more latitude in providing judgmental comments. Probably the most significant addition is the section in which there is an identification of "the need or problem which could be ameliorated through the use of the product." This information, it was learned in pilot site work, is critical to user selection and the complete form now presents two views on the question--the developer's statement on page one and the analyst's view on the describer critique page.

Form 5, Appendix H, presents a completed describer critique which follows the objective description presented according to the guidelines in Form 3, Appendix H.

Parenthetically, it was also learned that the addition of the describer critique was very important to the describer as well as the user. One commented, "It is absolutely essential to my mental health to be able to share my own feelings about the product with which I have just spent so much time!"

User Critiquing of Products

Central to the information process developed in the project was the opportunity for actual users to share their product experience with other potential users. Conference participants indicated that this was their highest priority information needed and asked that two kinds of reporting be included--background statements regarding those who were providing the critique and the critique itself.

In regard to biographical information, conference participants agreed that they would like to know the kind of general setting in which the critiquers taught (e.g., classroom organization, SES of students, kind of community); their level of experience; their ages, grade levels or subject areas; and the conditions which caused them to use that material--including their expectations for the experience. To gather this kind of data, a product pre-use form, Initial Form for Participants in Pilot Sites, was developed and is reproduced as Form 6, Appendix H. When critiques came from groups of practitioners, as in the pilot site work, data from these forms were summarized and formed the introduction to the user critique statement. When individuals critiqued sample products, as in a special sub-study described later, as much as possible of this information was collected and included in the critique.

A second and equally important component of the introduction to the critique had to do with the critiquer's point of view about learning and teaching. To provide this information an attitude survey was developed and tested in the pilot sites. Although the instrument requires much more revision and validation than was possible in the pilot project, its use did provide some rich information which was useful in developing the critiques. The pilot instrument, Preliminary Survey Form-A, is reproduced as Form 7 in Appendix H.

The instrument was used at a post-product-use session in the pilot sites. Each participant completed the form independently. Forms were then collected and tallied by adding the circled numbers on each continuum. Gross scores were established and small sub-groups formed for the purpose of product critiquing. The assumption was that people with reasonably like views about teaching would be working together as they developed their judgmental statements about their experiences with the product.

At the conclusion of the critiquing work each sub-group was asked to give itself a descriptive "name" which would communicate to others something about the group's educational point of view. In the three pilot sites fifteen subgroups were established by using gross scores from the survey form. Low scoring sub-groups on the survey often called themselves "structuralists," teacher centered," or "traditional," while high scores would be "child centered," "flexible," "open classroom," or some other such title.

These attitudinal data were used in the user critique section of three of the product descriptions shown in Volume II. Information about the user's educational point of view added richness to the product description. More importantly, its inclusion in the user's section of the critique allowed for demonstration in the critique itself that users with varying attitudes differ in their critique of products.

Three processes were used in the January conferences of practitioners to learn more about users' critiques of products. In the first, a predetermined instrument was used which was based on criteria developed by Klein and tested with practitioners in a special study that preceded this study (Klein and McClure, 1975). This instrument is shown in Appendix C. In the second conference, participants were asked to develop their own criteria for product assessment and an accompanying format. Three sub-groups in that meeting developed statements with varying degrees of group satisfaction. The most complete of these statements is shown in Appendix D. It should be noted that the group which prepared this statement was led by a conference participant who had just completed a doctoral study in the analysis of instructional materials and, as a result, the group's work was probably not typical of the usual practitioners. Generally, the conference participants found this process to be less than satisfactory and urged that the project produce a critiquing process which would capitalize on the unique contributions that practitioner users could make.

In the third conference, participants were asked to write a review of the material using the same style that a drama, music, or art critic would employ in critizing an artistic endeavor. Each was asked to critique the product they had selected on at least nine characteristics: effectiveness of the product, appropriateness for target audience, content validity, clarity of purposes and procedures, adaptability, social fairness, unanticipated outcomes, and technical quality and appeal.

Two of these reviews are shown in Appendix E. Again, participants were generally satisfied with the process used in this trial but were not satisfied that the reviews communicated as effectively as possible with other potential users.

A synthesis of these experiences produced the form and process used in the pilot projects and the special sub-study. A somewhat open-ended form was developed for reporting user experiences with products which focused on: objectives, content, delivery, assessment, and overall comments. Form 8, Appendix H is a reproduction of this instrument. The process employed was to have users complete a summary review. Specific examples of this process will be discussed in Chapter Four.

In addition to group reviews for three products, a special substudy was also conducted with 10 individual teachers ("The San Jose Study") in which they criticized product descriptions and provided individual user critiques of the product they reviewed. Clearly this material is not as helpful to the potential user as the group reports since to do an adequate job of critiquing material requires an experience with the material as it was intended to be used. These ten critiques resulted from a "desk top study" of the product and, although they are better information than none, they should ultimately be replaced with reports of actual experiences.

In this chapter selecting, analyzing, and critiquing processes have been discussed in regard to evaluation judgments about inservice teacher training products. The exploration of these processes in the pilot work contributed to improved understanding of inservice education materials. Future work should focus on establishment of more definitive selection criteria, achievement of greater inter-describer reliability in providing critiques, and further field testing of the user critique process so that it clearly provides the information requirements of other potential users.

CHAPTER FOUR

USING INSERVICE EDUCATION PRODUCTS

In this chapter the focus is on local use of inservice education products with emphasis on site selection, problem identification, product selection processes, use of products, and a brief summary of the critiquing process discussed in more detail in the preceding chapter.

Three Case Studies

Forty-eight teachers, administrators, and local education association leaders worked with the project in pilot sites in three participating states--Washington, Massachusetts, and Michigan. Determination of criteria for local site selection was made cooperatively by the state department of education officials responsible for inservice education, the state teachers association directors of instruction and professional development, and the project staff. The six criteria were:

1. The local education association has evidenced interest in inservice education.
2. The administration of the school district understands and accepts teacher participation in needs identification and the resulting planning and implementation of inservice programs.
3. The site is relatively free of conflict between the administration and the teacher organization.
4. A decision making group for inservice matters exists and is recognized by the teachers and the administration.
5. There exists a group of teachers willing to devote time to planning and participating in an inservice program.
6. There is easy access for state level people and project staff to the site.

Application of these criteria were then made with several potential sites in each state.

Site Selection

Three potential sites were selected--Weymouth, Massachusetts, a Boston suburb; Traverse City, Michigan, a small city in Northern Michigan; and Vancouver, Washington, a medium sized city just over the river from Portland, Oregon. Most of the selection criteria were adhered to in the sites, although in one setting the absence of administrative support (Criteria 2 and 4) caused some problems which are discussed later.

In each potential site the local decision to participate was preceded by a three- to four-hour meeting with the inservice group referred to in Criterion 4 above. This meeting was led by the project director, with state representatives making contributions to the discussions as appropriate. In each session a similar presentation was made based on the following outline:

1. Rationale of Project
   - A. Teacher dissatisfaction with inservice
   - B. Growing role of teacher in inservice planning and implementation
   - C. Variety of resources available to improve program of which one *(and only one of many)* consists of nationally available products or materials for inservice education.
   - D. Assumption is that many of these materials--properly selected, adapted, and used--can improve program quality
   - E. The project's purpose is *not* to sell products but to encourage the local use of the ones which can help solve local problems
2. The Nature of Products
   - A. Many developed out of research and development activities and represent, therefore, a way to bring research findings to the practitioner
   - B. There is a wide range of product types

C. There are probably over 1,000 such pieces of material

D. They encompass a wide variety of content--from the school subject oriented to the broadly pedagogical

E. They have not enjoyed widespread use

   (1) Developers have not had sufficient dissemination opportunities

   (2) Commerical publishers rarely will market products other than those they have developed themselves because of competitive marketing conditions

   (3) Previous cataloging attempts have not been user directed.

3. The Project is Designed To Test Out the Notion that The Materials Can Be Helpful to Teachers

A. Information bank being developed is based on user identification needs *vis-a-vis* the products

B. Pilot sites to test usefulness of practitioner suggestions made thus far through the following procedures

   (1) Select pilot site

   (2) Identify local site target groups

   (3) Local need identified either by the target group or the district-wide committee

   (4) Project staff selects and describes products related to the problem

   (5) Group identifies constraints to selection (time, level, target audience, etc.)

   (6) Local group reviews one page summary descriptions of each product and selects a few for more in-depth review

   (7) Group examines in-depth descriptions and selects one product for use

   (8) Group uses selected product

   (9) Product is critiqued.

Each meeting concluded with a description of the resources that would be made available to the local site by the project: product descriptions, purchase of the selected product including required human resources, and up to twenty days of substitute teacher pay. The local site was to contribute any remaining time necessary to the selection and use of the product. An invitation to participate was then extended and in all cases accepted.

These committees, using a process similar to that of the meeting described above, then designated the local target groups. In Vancouver the entire faculty of an elementary school agreed to participate. In Traverse City the local teachers association solicited volunteers from across the district's faculty. In Weymouth three elementary schools were selected by the teachers association with the concurrence of the district administration and volunteer teachers participated from those schools.

Problem Identification

In all three sites deliberations about problems that could potentially be solved through inservice teacher training were based on previously documented needs. Discussions about problem areas generally required the target groups to spend from one to three hours and were at least focused by the existence of district-wide needs assessment data, although the final decision was not always parallel to these findings.

Transcripts of these meetings were made and an analysis revealed that there were generally two distinct parts to the meeting: (1) identification of need areas as drawn from participants' knowledge of existing data, their reflections or colleagues' statements, and their own perceived needs; and (2) placing priorities on those needs, generally based on personal preference. Weymouth, for example, identified the following possible need statements in a brainstorming type session:

1. mainstreaming the child with special needs
2. individualizing based on student needs
3. introducing methods and materials in metrication
4. developing writing competency
5. teaching writing through subjects other than English
6. dealing with controversial issues
7. effects of drug and alcohol
8. sex education
9. handling the physcially disabled child in the classroom
10. dealing with emotionally disturbed students
11. individualizing spelling in grade 1-6
12. identification of writing skills by grade level
13. developing science kits
14. specifics of grammar instruction
15. planning a health and safety curriculum
16. individualizing instruction for the learning disabled

The group then selected those needs which carried highest priority so that project staff could select a range of products for their consideration. Their first priority was metric education for elementary students and their second was individualizing instruction. Because sufficient material was not available on metric education, the project staff selected their second priority need: individualizing instruction. The other two sites, acting independently and pursuing a similar process, also selected individualization of instruction as their priority--not the last of the coincidences that occurred in the pilot sites.

Product Selections

Following site identification of needs, project staff selected fifteen products to be described. These descriptions (many now revised and many added by local participants) are shown in Volume II of this Report, Materials for Teachers Inservice Education: Individualizing Instruction. As soon as descriptions were prepared, a meeting was held of either the entire target group or a representative sub-group. Each member was given a one page summary description of each of the fifteen products and about one hour was spent in reviewing them. When all were familiar with the set, a poll was taken of the group and each participant nominated three of the products for possible selection and was asked to indicate his/her general reasons for accepting some and rejecting others. Usually five or six of the products were nominated many times so that agreement about the several that would be rejected on the first cut was easy to make.

Reasons for keeping products on the list generally focused on one of four reasons:

1. Match between product outcomes and needs
2. Recognition and trust of developer
3. Acceptable conditions (time and other resources available)

   and/or

4. Interesting methodology.

Reasons for rejecting products generally fell into one of three categories:

1. Projected outcomes not closely enough related to needs
2. Methodology appeared to be unacceptable ("boring," "overly programmed," "not instructive in itself")

   or

3. Required resources not available (e.g. too much time required, equipment).

Final decisions about which three or four product descriptions to examine in greater depth occurred through group discussion and polling. Each group member was then given a seven-page in-depth description for each of the three or four products that remained on their list. Final product selections for the three sites were:

Site	Product Title	Developer	Distributor
Vancouver	"Individualized Reading"	J. Veatch	Listener Educ. Ent.
Traverse City	"Individualized Teaching and Learning	V. Howes and R. Keuscher	Listener Educ. Ent.
	"Individualizing Instruction"	H. Dell	Science Research Associates, Inc.
Weymouth	"Individualized Reading"	J. Veatch	Listener Educ. Ent.

The coincidence of two groups, 3,000 miles apart, independently choosing the same product was surprising. That a third group selected a product with the same format (five one-hour taped presentations with discussion questions in a study guide) was even more surprising and caused an examination of the reasons for similar decisions in seemingly dissimilar local sites.

During the course of the discussions that led to product selection each group informally identified its criteria for selection. Actually, this was not made a conscious part of the agenda; as criteria-like statements were mentioned during discussions they were listed on a blackboard. Just prior to the final decision, the group's attention was drawn to this list and they were asked to think about their potential selection and how it compared to their previously stated conditions. This informal process was employed rather than a more formal one because in previous experiences it was found that conscious attention to stating criteria tended to make a group concerned about developing well-stated items such that the discussion and selection of products was less spontaneous. Nonetheless, groups at each site had somewhat similar lists; a synthesis of them follows:

Learning from our experience with the products can have a direct application in our classrooms.

2. The outcomes, if applied in our classrooms, would be consistent with acceptable practice in our school.
3. There is sufficient time left in this semester or in early summer to complete work with the product.
4. There are resources available in the school district which would be required to use the product.
5. The methodology used in the product is appealing to us.
6. Our learning can have an impact on teachers who are not participating.

Many of the products clearly did not meet one or more of these selection criteria. In two sites, for example, VTR equipment was scheduled for the balance of the school year and a Minicourse could not be considered--although it did meet all other criteria. A product on how to make learning packages was excluded, at least in one site, because it failed to meet Criteria 2 and 6. Another set of tapes on planning an individualized system for a school district was excluded because of Criterion 1. Thus, as many as ten of the fifteen products related to individualizing instruction were eliminated from consideration because of the specific nature of this project rather than because of the products themselves and/or the site characteristics. In the future it will be important to have a larger source of product descriptions and to screen more carefully those to be made available to a local group so that several legitimate choices are available given what is known in advance about a particular site.

Use of Products

Groups in each site made conscious adaptations of the material they selected, some of which were brought about by the nature of the project. The most obvious of these was that each chose to work with a coordinator or facilitator even though the employment of such a person was optional and not, according to the developer of the selected material, required. Also, one of the Traverse City groups did not use all of the material in the SRA publication because of time constraints. Procedures recommended by the developers were followed in all other ways.

At each group's first session all participants completed the Initial Form for Participants in Pilot Sites. (See Form 6, Appendix H.) Group characteristics summarized from these forms are shown later in this chapter. A summary of the one group's expectations for their work with the product follows. A summary of expectations of those in other groups would be similar.

1. Help the fast students go further without being held back; slower students not to be frustrated by work that is too difficult.
2. Motivate children in individual learning activities, effectively operate more than one activity at a time in the classroom.
3. Place more emphasis on individual goals and objectives in my classroom reading program.
4. Learn methods of individualizing reading and other subject areas; ways of conferencing students.
5. Individualize reading at the kindergarten levels--also, math.
6. Learn the fundamentals of organizing and managing an individualized reading program so that I will be able to help other teachers do this in their classrooms. (Reading Coordinator)
7. Individualizing in spelling and math as well as reading.
8. Learn to deal more effectively with a class of 29--having reading ability from level 1.9 - 8.9. This would include activities and learning centers and materials, so each child is working at his own ability level and rate--with a growth rate that can be observed in all subject areas.
9. Plan and individualize reading at first grade level (mentioned by several teachers).
10. I expect to learn a way in which to individualize the reading program in my classroom so that the children advance at their own rate. This is vital in my room since I have children from 7 to 11 years old that are all reading at different levels.

11. Learn methods of setting up an individualized program so that I can use it in the classroom to meet students' individual needs.
12. Be able to individualize my reading program effectively when I complete this project.
13. Be able to implement within certain classrooms an individualized reading, spelling, and language arts program for underachievers.
14. Expect to obtain or create as a result of this program a "recipe" approach towards individualized instruction. No specific subject or group is as important as the process.
15. More general knowledge on reading methods; monitoring individualizing program (teacher's role, children's role, record keeping, evaluation).

The three groups using the two Listener Corporation products each met for several one and one-half hour sessions. In these meetings they orally reviewed their previous session, were introduced by the coordinator to the content of the upcoming session, listened to 10-12 minute segments of a tape, discussed what they had heard using questions in the Study Guide to get them started, and then went on to the next segment of the tape. Appendix F is a report from the coordinator of the Vancouver group about the specific processes employed. A report of the other two groups would be very similar to this one.

The second Traverse City group selected a programmed instruction format as its product. Members of this group did some of their work, including the taking of pre-tests, outside of group meetings and then met to discuss what they had done and to take posttests on segments of the material.

Following their use of the selected training materials, each group met with a member of the project staff to rewrite the original descriptions and to critique their product.

Product Critiques

The processes used to obtain user critiques of products have been discussed in Chapter Three. Each group's critique is reproduced in this Report as Forms 8, 9, 10, and 11 (see Appendix H). Each of these forms constitutes the third part (eighth page) of each of the product descriptions, the first section of which is shown in Form 2, and the second part in Form 5 (again, in Appendix H).

These critique were prepared by project staff from completed user critique instruments as shown in Form 8.

CHAPTER FIVE

OBSERVATIONS AND RECOMMENDATIONS

The project described in this report examined the usefulness of inservice education materials in solving teachers' curricular and instructional problems. In the conduct of this examination five activities were completed:

1. Development of an information system based on user needs, including a product description format.
2. Review of currently available products and the selection of a representative group which potentially could help teachers solve their curricular or instructional problems.
3. Testing of the information system in field sites which included needs identification, product selection, adoption/adaption activities in the use of the product, and participants' critique of the product *vis-a-vis* the material's usefulness in solving their identified problem(s).
4. Revision of the system, particularly the product descriptions themselves, based on field test results.
5. Preparation of the results of the study in a form that would be useful to practitioners and that would give guidance to policy makers, program planners, and other engaged in matters related to inservice education.

As has been reported in previous chapters, the study, although limited to a small number of practitioners and a representative group of products, demonstrated that appropriate matches could be made between teachers' needs and available materials. There is an abundance of materials directed toward the solution of identified teacher needs; there is a readiness on the part of teachers to use the materials.

It must be noted, however, that the settings that produced these generally positive results were not those that usually exist in schools. Too often the driving forces behind inservice offering are those cited by Edelfelt and Lawrence in Chapter One of this report and not the more psychologically sound ones proposed later in Chapter One. As Hottleman (1976) has said:

> The universal practice seems to set aside a few afternoons a year for teachers to meet in large groups to hear lectures which are repetitious to the previous academic training and in violation of the good teaching-learning practice which inservice is supposed to promote...The causes of this unfortunate abuse are complex and varied. In some instances, lack of money is at fault; in others, the pressure of other priorities, but analysis seems to indicate that the poor condition of inservice training is due primarily to dim understanding of what it is or at least what it is not. The evolution of the conditions of public education has taken place at a faster rate than has consciousness about the changes that evolution brought about, and the fuzziness of understanding of inservice education is a consequence of that lack of synchronization. [p. 1].

In the sites in which field testing occurred for the project reported herein, several opportunities were present that differed markedly from the situation that Hottleman describes. There were, for example, sufficient resources available to participants so that the mission of the project could be responsibly pursued. Rarely did teachers have to engage in an intellectually demanding inservice activity at the end of an exhausting day of teaching. At best, the work was done as part of their regular job responsibilities with substitutes carrying their teaching load for that period of time. When this arrangement could not be worked out, schedules were arranged that avoided sessions immediately after school and compensation was provided, as well as appropriate amenities. Many teachers noted that we must be serious about helping them given that, for once, resources were present to do the job correctly.

Another factor had to do with the number of options that were available (the bank of product descriptions) from which teachers could select. Perhaps most important, though, was the fact that practitioners were working together to define their needs, identify a set of materials that potentially could help them solve their problem, work through the materials, and assess the effectiveness of them--rather than having someone else mandate what kind of experience they would have.

Apart from these observations about pilot site work, three other project activities are worthy of note because of the high degree of participant satisfaction they evoked and their potential relevance for future work. The first was the design and implementation of the January conferences of users, from which the basic input came for the information describing process and the critiquing criteria and procedures. Participant evaluation of those meetings indicated universal high regard for the simulated information-seeking activity and the results it produced. They also indicated appreciation for being placed in a consulting role, rather than being in the more usual position as recipients of information, and claimed that this contributed to their commitment to the work and their desire to learn more about available inservice materials.

A second activity which seemed effective was the "San Jose Special Study" referred to earlier. Here the results were not as great in terms of producing useful product critiques but the involvement of teachers in an independent critique of products seemed to have high pay-off. These teachers, like their more heavily committed colleagues in the conferences, were "surprised" at the size of the untapped resource and indicated they would seek further information regarding it. Both of these activities utilized teachers' expertise and gave them recognition for having special and unusual competencies. Such recognition is not usual and added an important dimension to the Project.

The third activity was the use of the instrument designed to assess views about teaching and learning. (See Form 7, Appendix H, and the discussion in Chapter Three.) Most participants indicated that this exercise caused them to think more deeply about their teaching and that the process, in itself, was a worthwhile inservice activity.

Clearly, then, a number of variables in the project differed significantly from standard operating procedures. These differences included:

- Adequate resources to bring assistance to teachers to solve persistent instructional and curricular problems.
- Recognition and action on the assumption that inservice education is an integral part of a teacher's job description and not an activity that takes place after school or in the evenings on the teacher's own time.
- Program selection and implementation based on participants' stated needs and preferred teaching/learning styles and not on decisions made by others.
- Recognizing that teachers hold special competencies because of their sustained work in the classroom and providing appropriate opportunities for teachers to use such expertise.
- Opportunities for teachers to select from a wide variety of options as they set out to solve their problems.
- Opportunity to work in a collegial fashion in the solution of a problem.
- Opportunity to be engaged in a variety of activities other than just lectures or reading.
- Opportunity for participants to examine the philosophical assumptions that guided their teaching.

If inservice programs are to be developed based at least in part on the resources and processes discussed in this report, certain assumptions and practices in operation today will have to change.

Hottleman (1976) has stated some of the components of a more rationally conceived program of inservice:

> Under an intelligently designed system of learning, the requirements for designing inservice education become evident. Once the educational system is put in place, teachers and administrators, working with whatever expert assistance is necessary, should be asked to design the assessment program that would detect problems which individual students encounter. The information derived from such an assessment program should be shared with the teachers and they should have the opportunity to recommend what resources ought to be available and what educational programs should be provided to remedy the detected learning or behavior problems. Part of

> their recommending authority ought to be the right to request for themselves personal access to learning resources to help them to meet the needs of students as identified through an intelligent and systematic monitoring of student progress and needs [Pp. 6-7].

Stahl (1976) has suggested that a number of forces should be brought to bear on the inservice problem, including that of teachers themselves through their professional organizations. He suggests that the organized teaching profession take the lead in providing educational field agents to ". . .work with individuals and collectives to filter out their needs in clear, discernable fashion . . .(and to) . . .offer various strategies which will allow practitioners to share their reality about practice" [Pp. 5-6]. He further suggests that this effort should be based on an organization of members of the educational community which can focus its resources on improving the practice of teaching.

Six conclusions, based on the work conducted during this pilot project, are evident:

1. Teacher commitment to professional growth is enhanced when they can participate in decisions regarding content, methodology, and evaluation.

2. Practitioners who are aware of the existence of inservice products recognize them to be one effective way to help them solve instructional problems in their classroom.

3. The specific components of the information sharing system developed in this project meet the information requirements of potential users of inservice products.

4. Using the system, information should be developed about a wide range of inservice products and such information should be made readily available to potential users.

5. The product critiquing process employed in the project contributes an important dimension to the information system and further work needs to be done in its refinement.

6. The analysis and reporting of critiquer attitudes toward learning and teaching appear to bring a richness to product reviews and further work should be done to improve this process.

An outcome of the work described in this report has been the mounting of a larger scale effort at the National Education Association designed to help teachers and other educators use inservice education products to solve problems related to teaching and learning. Appendix G contains a summary description of the work that will be done in that effort. It is anticipated that many of the procedures described in Chapters One through Four of this report and some of the observations contained in this chapter will be of use to those who will engage in that work.

These are propitious times to improve the quality of schooling. One of the most direct routes to that end is the creation of greater opportunities for teachers to improve their practice. If teachers are to have these much needed opportunities, a number of basic assumptions about inservice education must be changed; additional resources must be made available; and different processes must be used.

This pilot is one demonstration of the potential effectiveness of the right combination of these crucial elements.

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APPENDIX A

Letter to Suppliers Requesting Current Information About Products in the SCRDT Computerized Catalog of Inservice Products

FAR WEST LABORATORY
FOR EDUCATIONAL RESEARCH AND DEVELOPMENT

February 4, 1976

Dear Developer or Supplier of Teacher Training Materials:

We are presently working on a project to revise and expand the Stanford Catalog of Inservice Teacher Training Materials. Enclosed is a copy of the description of your product(s). We would appreciate your reviewing this for any errors or necessary revisions. If the material is no longer in publication, we will delete if you so indicate. Corrections should be made directly on the listing and returned in the enclosed envelope. Also, please give us a telephone number so that we can reach you if there are questions. Should you want a product deleted from the system and a similar one added, we will be glad to do so if you will supply the description based on the form enclosed.

We are asking you to return this by Feb. 16, 1976, as we are limited in our time. If we do not hear from you, we will assume the description is correct.

Thank you for your assistance.

Sincerely,

Robert McClure

Robert McClure
Project Director, ASSESSING
INSERVICE EDUCATION RESOURCES

1855 FOLSOM STREET • SAN FRANCISCO, CALIFORNIA 94103 • (415) 565-3000

APPENDIX B

Questions Raised by Participants in January 1976 Conferences About Products

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Descriptive Information Quest in regard to four products

NEWTON TEAM
Washington, D.C. Conference
January 11-13, 1976

Questions raised in order of asking

1. Who developed each of the four products?
2. Is each product suitable for secondary school? If not, which ones are?
3. Describe the scope (e.g., goals, numbers of pupils effected, materials, teacher prep, cost, etc.) of Product D.
4. With reference to Product D, please expand on the six sound filmstrips with scripts.
5. Describe the scope (e.g., goals, numbers of pupils effected, materials, teacher prep, cost, etc.) of Product C.
6. Is there a specific product for: (a) gifted students, (b) children with learning difficulties, among the four products?
7. Are these products (all four of them) designed to be implemented in subject matter classrooms, or do they require open-ended schedules?
8. Define "individualized" (e.g., is project designed for individuals only, for small groups, for entire classes, etc.) as it pertains to each of the four products.
9. Describe the scope (goals, materials, teacher prep.) of Product B.
10. Is there any way (e.g., grants, et al.) to get around the cost (i.e., purchase or rental, and teacher prep.) of Product C? Could we be a pilot school, for example?
11. How extensively has Product C been tested?
12. Following the teacher training, how much money is involved in providing student materials in Product C?
13. Is Product C applicable to all major subject areas (math, science, English, social studies, foreign language, etc.)?

14. Is it intended that Product C could become a "learning style" to be used more or less continuously throughout a school year? If "no," why not?

15. In regard to Product C, is there any complication if a school has a wide variety of socio-economic and educational backgrounds among its student population?

16. Does Product C make provisions for the use of special resource teachers (L.D. teachers, reading specialists, etc.) and/or a product coordinator?

17. Discuss the specific advantages and/or disadvantages of Product C relative to: (a) gifted children, (b) slow learners.

18. To what extent does Product C draw on the educational community (e.g., in-house) and the wider community?

19. What specific provisions does Product C make for those students who cannot, or will not, be self-motivated? and How much teacher supervision/direction is required for such students?

20. We really need to know negative and positive criticism regarding Product C.

This team selected Product C.

ASSESSING RESOURCES FOR INSERVICE EDUCATION:

Describing, Critiquing, Using Information

Descriptive Information Quest in regard to four products

Greenburgh Team
Washington, D.C. Conference
January 11-13, 1976

Questions raised in order of asking

1. How much creativity is involved on the part of the user in the utilization of the Product "E"?
2. If you rate all 4 products from 1 (most creative/adaptable) to 4 (most structured), how would you rate the 4 products?
3. What are the multi-media components of the package?
4. What modalities are employed by the product?
5. If we choose "A" (Team Building Workshop), will we be dealing with techniques primarily geared to be used among teachers (staff) or will they be techniques to use primarily in the classroom with student participation?
6. What was the scope of the material (i.e., book of strategies, role playing techniques, body movement [touchy-feely!!])?
7. What is the definition of Product "B"?

   game
   "hands on"
   methodology
   control item?

8. Which one of the 4 is the least like the Sid Simon strategies?
9. Which one(s) employ a programmed approach?
10. Which one (if any) employs techniques of
    1. Teacher Effectiveness Training
    2. Sensitivity
    3. Transactional Analysis
11. Is there a built-in training program for the leader (facilitator)?
12. Do any of these products have lasting social consequences if one fails to win and which one?

13. What is the built-in self evaluation mechanism?

14. Which one of the above would encompass the greatest amount of classroom participation? (Can it be adopted to any grade level?)

15. Are any of the developers classroom teachers at this time?

16. What is the developer's organization?

17. Are all the products developed by NEA?

18. Who are the developers? Which organizations?

19. Can we field test any of the products in our own district?

20. Are there any other products available, produced by another developer, that are equal (similar)? If so--please name.

21. Has the product been field tested? To what degree? Results?

22. What is the total cost?

23. What factors determine the cost?

24. Is it for a mass market or specifically for educators?

25. How many people can participate simultaneously?

ASSESSING RESOURCES FOR INSERVICE EDUCATION:

Describing, Critiquing, Using Information

Descriptive Information Quest
in regard to four products

San Jose Team
San Francisco, California Conference

January 21-23, 1976

Questions raised in order of asking

1. Which product deals mostly with enhancing self image of all age students?
2. What is the focus of this product?
    - (a) Teacher - pupil
    - (b) Teacher - parent
    - (c) Teacher - teacher
    - (d) Teacher - administrator
3. What is the focus (i.e., purport to do for participants) of products A, B, and D?
4. What is the format of all four products?
5. Who designed each product?
6. What kind of testing was done for each product?
    - (a) validity
    - (b) reliability
    - (c) norms (age levels)
    - (d) socio-economic level of subjects
    - (e) geographical locations of test subjects
7. What is the cost of each of the products?
8. What age groups--grade levels are used in films to demonstrate the techniques if any?
9. Is it truly applicable to both elementary and secondary?
10. Are there concrete examples of techniques to be used by the teacher in the classroom?

11. Would you use all 12 films for all grade levels?

12. How much time beyond the film and discussion periods must a teacher spend to implement the techniques?

13. Is it absolutely necessary to use all 12 films in sequential order?

14. Who leads or conducts the dicussions?

15. How extensively has Product "C" been used by teachers in the inner city (urban) schools?

16. Who are the people who worked on this product?

17. Who is Don E. Hamachek?

    background
    class room experience
    how long out of class room

ASSESSING RESOURCES FOR INSERVICE EDUCATION:

Describing, Critiquing, Using Information

Descriptive Information Quest
in regard to four products

Fairfax Team
Washington, D.C. Conference
January 11-13, 1976

Questions raised in order of asking

1. What are the stated objectives of all products?
2. Who developed the products?
3. What is the publishing date of each product?
4. Who published the products?
5. Who was each product designed for?
6. What evaluation criteria and measures are used in determining whether objectives are met?
7. What learner verification criteria was used, if any, for the development of each product?
8. What are the personnel needs in order to implement the program (self-taught, teacher-centered, learning center, etc.)?
9. What form is product available in (film, pamphlets, printed material, etc.)?
10. How long will each program take to complete?
11. What is the cost of each?

ASSESSING RESOURCES FOR INSERVICE EDUCATION:

Describing, Critiquing, Using Information

Descriptive Information Quest
in regard to four products

Kelso Team
San Francisco, California Conference

January 21-23, 1976

Questions raised in order of asking

1. What is perceived purpose? (We don't understand the title)
2. Does the package contain any suggestions for practical application in the classroom?
3. What kinds of learning activities are included in the product?
4. How does the product relate the different concepts of human relations and school discipline?
5. How long does it take to complete the "units"? Cost of each?
6. What are the objectives of each of the products?
7. Please list practical applications for classroom use.
8. In what ways would these products replace the credit accumulations for salary advancement?
9. Could those be taught by local personnel rather than hiring a trainer?
10. What are the specific study areas the films cover?
11. Who guides and/or evaluates the "classroom practice"?
12. Where and by whom were these products developed and where and by whom have they been evaluated?
13. What do the developers see as the relationship between human relations and school discipline? What is target group?
14. What type of motivation teaching techniques are discussed and presented in the products?
15. Is this a Madeline Hunter product?
16. Is it possible to preview the material in the product previous to its use?

17. Can the units be done by individuals or must they be done by groups?

18. What is the target student--age level of each unit?

19. What are the innovations in this product that make it different from the old theories that are constantly being rehashed?

20. Which, if any, of the units are backed by an institution and offer specific credit?

21. What is the "reality therapy" approach?

22. What does the product cite as the importance of the teacher working with "Perceived Purpose"? (Why should we bother)

23. List, please, the 4 techniques of "perceived purpose."

24. Describe how Product C is sequenced.

25. Please discuss the "creditability" of the developers of each product?

Descriptive Information Quest
in regard to four products

Bellevue Team
San Francisco, California Conference
January 21-23, 1976

Questions raised in order of asking

1. Are these products designed to expose philosophical or practical approaches to implementation of the goals of individualized instruction?
2. What kind of organizational structure are these products designed for?
3. What kind of cues are given to the users of this product to ensure proper progression in the separate stages of learning how to individualize?
4. Is there a definition of individualization given?
5. Is there a means of assessing positive attitude in students, if so what type?
6. To whom or what does the student relate?
7. Has the hypothesis been tested that these products will be "ATTRACTIVE" to be used by the teacher?
8. Are these programs (products) to be used by groups of teachers, or may one teacher use them for personal in-service?
9. Is the product geared for teachers at any particular age/grade level?
10. Is the program behavioralized in nature to show desired changes in attitudes by teachers?
11. What is the cost and what materials are included?
12. Who produced/developed the materials?
13. What kind of readiness is required of the teacher about to participate in these programs?
14. Do these products recognize or take into consideration all ethnic situations relating to students, teacher and communities?
15. How much time is required of the participant in these programs?

16. Are these programs audio-visual in nature?

17. What is the working definition of individualization?

18. Do the products speak to, or consider improved quality in relationships between teacher and his/her principal, his/her students, his/her peers?

19. What special materials are needed to implement the program in the school?

20. What college credit is available? Cost?

21. What is their classroom experience--who are they?

22. Are the products developed to the point of their applicability to any and all ethnic situations?

23. Can I--or team, school, etc.--review the material before choosing?

24. Passive or active inservice on the part of teachers?

ASSESSING RESOURCES FOR INSERVICE EDUCATION:

Describing, Critiquing, Using Information

Descriptive Information Quest in regard to four products

Michigan Team
Chicago Conference
January 14-16, 1976

Questions raised in order of asking

1. Does each product apply to all subject areas and grade levels?
2. Does each product provide a step by step process for implementation by an individual teacher?
3. What is the cost of each individual product?
4. Does Product C provide a step by step process for implementation by an individual teacher?
5. Does Product A provide a step by step process for implementation by an individual teacher?
6. Does Product D provide a step by step process for implementation by an individual teacher?
7. What are the specific objectives of Product A?
8. What are the specific objectives of Product B?
9. What are the specific objectives of Product C?
10. What are the specific objectives of Product D?
11. Could Product A be presented in a one day inservice program?
12. Do the products anticipate problems and give possible solutions to those problems?
13. Do the products apply to all grade levels? If no, to what grade level do they apply?
14. Do the products guide and teach the teachers how to set up learning centers? If yes, does it tell how to make the materials to be used in the centers or possibly give references to contact for such materials?

15. Could Product D be presented effectively in a one day inservice program?

16. The number of hours needed to present each product effectively to the entire teaching staff?

17. Do Products A, C, and D give specific examples or discussion of individualization in subject areas, example in P.E.?

18. Have the products been field-tested and, if so, how extensively?

19. Names and reputations of authors and publishers of the four products.

20. Do the products have provisions for inservice principals?

21. Can names and addresses of school districts which have used each product be contacted to determine effectiveness?

22. Which product is most motivating and stimulating for teachers unfamiliar with individualized instruction? (Question not answered: called for judgment of answerer.)

23. How many people can use Products A, C, and D at once. Are there enough materials to give out to many teachers at the same time or is it designed for group sessions?

24. If Product C is rented, what is the advantage and time period of the rental?

25. What materials come in Product C.

This team selected Product C.

ASSESSING RESOURCES FOR INSERVICE EDUCATION:

Describing, Critiquing, Using Information

Descriptive Information Quest in regard to four products

Illinois Team
Chicago Conference
January 14-16, 1976

Questions raised in order of asking

1. What is the theoretical foundation(s) upon which the experiences are based in Product D?
2. To what age level child are these four products directed?
3. What specifically is meant by the term Human Relations in Product D?
4. What type of training background is necessary for anyone making use of each of these products?
5. Are the four products, books, kits, manipulatives, AV materials?
6. Are the materials consumable in the four products?
7. In Product D is the emphasis on "human relations" between various ethnic groups or does it refer to a more general definition of the term, i.e., the interrelationship of any two persons?
8. In the four products what specific behavioral changes can be expected on the part of student and staff?
9. For all four products: (a) initial cost for inservice product; (b) as well as cost for continuing implementation in the classroom?
10. How large a group of teachers can these four products be used with? (maximum - minimum)
11. What are the qualifications for a leader in Products B and C?
12. In all four products, amount of time necessary to sufficiently prepare a teacher to use the materials effectively, i.e., 1 session - 2 hours?
13. Can material in Product D be adapted for primary grade levels?
14. Please provide sample exercise from each of the four products.

15. In Products B and C, are follow-up sessions available? If so, what are the costs?

16. In all four products, evidence of prior successes of the program including socio-economic (group norms) background of successful users.

17. In Products B and C adaptability to specific teacher-stated problems (cut and dried program that Leader has to follow or more flexible)?

18. In Products A, B and C (a) definition of Values Clarification; (b) definition of affective-ed--are terms interchangeable?

19. What companies publish the four products?

20. Does Product B assume that participants have previous experience with values clarification?

21. In C, is the product directed at clarification of teachers' values as opposed to "classroom use"?

This team selected Product C.

ASSESSING RESOURCES FOR INSERVICE EDUCATION:

Describing, Critiquing, Using Information

Descriptive Information Quest in regard to four products

Iowa Team
Chicago Conference
January 14-16, 1976

Questions raised in order of asking

1. Did the producer identify certain specific needs that these products could meet?

2. Is there an assessment built into all four products prior to their implementation?

3. Are the objectives within the products designed in behavioral terms including cognitive, psychomotor and affective skills?

4. If there is a change process built into these products, how is that evaluated?

5. What is the objective of each product?

6. What type of delivery service is used for Product A (including media)?

7. What type of delivery service is used for Product B (including media)?

8. What type of delivery service is used for Product C (including media)?

9. What type of delivery service is used for Product D (including media)?

10. What are the characteristics of the target audience--minimum and maximum number--are special facilities required for Product A?

11. What are the characteristics of the target audience--minimum and maximum number--are specific facilities required for Product B?

12. What are the characteristics of the target audience--minimum and maximum number--are special facilities required for Product C?

13. What are the characteristics of the target audience--minimum and maximum number--are special facilities required for Product D?

14. Who delivers or facilitates Product A? What is the cost? What is the time requirement for course completion?

15. Who delivers or facilitates Product B? What is the cost? What is the time requirement for course completion?

16. Who delivers or facilitates Product D? What is the cost? What is the time requirement for course completion?

17. Who delivers or facilitates Product C? What is the cost? What is the time requirement for course completion?

18. Is there a sequential development of objectives to obtain the final results of Product A?

19. Is there a sequential development of objectives to obtain the final results of Product B?

20. Is there a sequential development of objectives to obtain the final results of Product C?

21. Is there a sequential development of objectives to obtain the final results of Product D?

22. How was Product C developed and researched?

23. How was Product D developed and researched?

24. How was Product B developed and researched?

25. How was Product A developed and researched? Was it field tested with teachers?

26. Is there classroom practice built into Product C?

27. Is there classroom practice built into Product D?

28. What is meant by Protocol materials? (Product C)

29. What skills are developed for Product D?

30. Are Products A and B programmed? Are Products C and D group activity oriented?

This team selected Product C

ASSESSING RESOURCES FOR INSERVICE EDUCATION:

Describing, Critiquing, Using Information

Descriptive Information Quest in regard to four products

Fall River Team
Washington, D.C. Conference
January 11-13, 1976

Questions raised in order of asking

1. Can these materials be applied to "normal" and "special need" children?
2. Are these applicable to all grade levels or specific levels only?
3. Do these programs involve student participation in the assessment of the student growth- or are they teacher-centered only?
4. Are these programs applicable to the assessment of non-English speaking students?
5. What is a Coping Analysis Schedule in Product D?
6. In Product B, is this an evaluation of

   cognitive domain?
   affective domain?
   psycho-motor domain?
7. In Product A, is "testing" written or non-written? Does the student know he is being tested?
8. In Product A is this evaluation geared to the cognitive domain, affective domain, and the psycho-motor domain?
9. What is the stated objective of Product A?
10. Are the assessment instruments involved criterion or norm referenced?
11. What is the objective in Product B?
12. In Product D what are the criteria for establishing a "structured setting?"
13. In relation to Product D how does personality development and socialization relate to academic achievement? (Does this program presuppose "normal" personality level to be equal to academic achievement?).
14. What prerequisite skills are necessary for Product D on the part of the teacher?

APPENDIX C

Product Rating Form

PRODUCT RATING FORM

Eight criteria have been selected for you to use in assessing and critiquing the inservice education product that your team has selected. Each member of the team is to make an individual judgment on each of the criteria and to make an overall judgment about the product's value. After your private assessment is made, please compare your responses with other team members and complete a single Product Rating Form. Please use a consensus technique to arrive at the team's rating of the product. Do not change your individual response as a result of the conversations among team members. Use voting only when consensus is not possible. Please indicate on the team rating form if you did vote and the number of people who voted for each score.

There are six possible responses for each criterion. These responses are numbered on a continuum from zero to five. Lower numbers reflect a negative view of the product on a criterion, higher numbers reflect more positive views. Please circle the number that most closely reflects your view of the product on a particular criterion.

Following each criterion statement and rating scale, you will find several sentences designed to give you a better understanding of the nature of the particular product characteristic being considered. There are overlaps among some of the criteria. Do not be concerned about this--simply treat each assessment that you make about the product as an independent measure. After you have completed making your judgments about each criterion, we ask that you make an overall assessment of the product based on the eight criteria. There is no need to tally the previous eight responses--just use them as a guide to make a general conclusion about the product.

In the final section we ask you to evaluate this form.

- -

TEAM: (Circle one) Greenberg/Westchester
Fairfax
Fall River
Newton

This is (circle one) an individual rating (your name): ________________
a team rating

Name of Product ______________________________________

1. Desirability: extent to which materials have potential for helping teachers provide experiences that are worthwhile and durable.

Negligible desirability — Extreme desirability

0 — 1 — 2 — 3 — 4 — 5

Take into account such considerations as:

Potentially affected population (all teachers of H. S. English, all teachers, all levels, etc.?)

Priority of need for products, goals, or potential effects (as you see them for potential users)

Potential of the product to solve teacher(s) problems.

Demand (do you know of other products currently available to meet the same needs?)

Notes:

2. Content validity: extent to which materials are honest, and reflective of current knowledge.

Content has serious flaws or inaccuracies	Content is accurate and valid

0 1 2 3 4 5

Take into account such considerations as:

The product reflects good (i.e., accurate, sound, tested) scholarship, research, and/or practice.

Credible evidence of content validity is available (e.g., field reports, proven growth by users).

The content is appropriate for the users for which it is designed.

Notes:

3. Clarity: degree to which materials have clear statements of purpose and objectives, develop appropriate relationships between tasks, etc.

Purposes, procedures, and outcomes are unrelated and not clear	Purposes, procedures, outcomes are related and clear

0 1 2 3 4 5

Take into account such considerations as:

Would you know in advance what new skill, attitude, and/or understanding you have after completing the product?

Are the various components of the product related and do they make a coherent whole--are directed to achieving the purpose?

Notes:

4. Adaptability: ease with which materials can be adapted to local circumstances or multiple needs; extent to which materials can be used in schools in terms of normal resources and time requirements.

Negligible adaptability

High adaptablity

0 1 2 3 4 5

Take into account such considerations as:

Exportability, i.e., can be used on a "stand alone" basis without developers present; product and its supporting materials can be physically delivered to users; needed auxiliary services for teacher training, equipment maintenance, external testing services, etc., are likely to be available in user sites.

Acceptability to users including lack of opposition from teachers, students, administrators, community; likelihood of continued use of self-sustaining interest in using product.

Staff effort needed in terms of training, daily preparation, extra staff.

Flexibility of adaptability, i.e., can it be used to meet existing constraints, can it be used to fit multiple needs, and/or should it be used in specified ways to achieve best interactive results with other products or programs.

Ease of use, manageability such as--ease of maintenance; extent of organizational changes needed; extent of resource requirements (equipment, personnel, time, space) not normally available in schools; not too complex to use.

Notes:

5. Social fairness: degree of bias related to sex, race, religious beliefs, age, ethnicity, and socioeconomic status.

Contain obvious or implicit bias	Contain no obvious or implicit bias

0 1 2 3 4 5

Take into account such considerations as:

Sex role stereotyping

Racial bias

Ethnic stereotyping

Content selected for product in regard to social fairness and language used.

Notes:

6. Appeal: extent to which materials are artistic, creative, pleasing, or satisfying.

Unappealing, disagreeable, or unsatisfactory	Great appeal, agreeable and satisying to users

0 1 2 3 4 5

Take into account such considerations as:

Innovativeness in the manner of presentation.

Your attention span with the materials.

The "match" with your problem.

ow you think your colleagues would react to the material

Notes:

7. Technical quality: extent to which audio and/or visual materials are presented, edited, synthesized, etc., to communicate clearly and appropriately.

Technical quality hampers communications of content

Technical quality greatly facilitates communications of content

0 1 2 3 4 5

Take into account such considerations as:

Clarity of audio, video, print materials.

Intelligibility of materials.

Editing.

Durability.

Use of color, quality of speech, attractiveness of print, etc.

Notes:

8. Uniqueness: degree to which materials deal with significant topics or problems not usually dealt with or in ways that are unusual.

Commonplace, no different from many other materials

Highly unique, a model for a new type of material

0 1 2 3 4 5

Take into account such considerations as:

Has the develpper broken new ground in content or method of presentation?

Is the topic and its treatment peripheral or central?

Is the learning style called for unusual (but yet still sound)?

Notes:

9. Overall rating: extent to which product is satisfactory

Highly unsatisfactory — Highly satisfactory

0 1 2 3 4 5

Take into account such considerations as:

Desirability: extent to which materials have potential for helping teachers provide experiences that are worthwhile and durable.

Content validity: extent to which materials are honest, and reflective of current knowledge.

Clarity: degree to which materials have clear statements of purpose and objectives, develop appropriate relationships between tasks, etc.

Adaptability: ease with which materials can be adapted to local circumstances or multiple needs; extent to which materials can be used in schools in terms of normal resources and time requirements.

Social fairness: degree of bias related to sex, race, religious beliefs, age, ethnicity, and socioeconomic status.

Appeal: extent to which materials are artistic, creative, pleasing, or satisfying.

Technical quality: extent to which audio and/or visual materials are presented, edited, synthesized, etc., to communicate clearly and appropriately.

Uniqueness: degree to which materials deal with significant topics or problems not usually dealt with or in ways that are unusual.

Notes or comments you would like to share about this material with other teachers:

What is your evaluation of this rating form?

a. Were the right criteria selected? If not, what should be deleted or added?

b. Of the eight criteria which five are the most important? Cross out three and number the remaining five in order of importance.

_____Social fairness
_____Appeal
_____Adaptability
_____Technical quality
_____Clarity
_____Content validity
_____Uniqueness
_____Desirability

c. Is the format used here a good one? Were directions clear? If we used a product rating process similar to this one, how could it be improved?

d. How did you feel about completing the form?

e. Other comments.

APPENDIX D

Assessing Resources for Inservice Education: Describing, Critiquing, Using Information

Criteria for Critiquing Inservice Products
Final Version

Iowa Team

ASSESSING RESOURCES FOR INSERVICE EDUCATION:

Describing, Critiquing, Using Information

Criteria for Critiquing Inservice Products
Final Version

Iowa Team
Chicago Conference
January 14-16, 1976

1. Pre Assessment

    There will be a provision for pre-assessment of participants needs prior to product adoption and/or material selection.

    Pre-assessment or pre-test of competencies included in the materials.

2. Purpose and Objectives

    Clearly stated and articulated purpose.

    Objectives of the materials are stated in behavioral terms--assumes there will be measurable change.

    Is there an accurate and complete description of the product? (Theory or field developed, etc.)

    The materials will be described as either informational or skill building or affective.

    Are the products dealing with skills developed randomly or sequentially?

    Are the materials for personal professional growth or classroom skill development?

3. Research of Products

    Has the target audience been projected, identified, and is the quality of the materials appropriate for those identified?

    Is there an accurate and complete description of the product? (Theory or field developed, etc.)

    Length of materials--adequate, inadequate, too long?

    Does description of the product correlate with actual field testing data?

3. Continued)

Is the material reflective of actual happenings in the classroom?

Is there an appropriate balance reflecting the culture? (race, age, sex, etc.)

4. Positive Reinforcement

Is the material constructed to develop positive development and reinforcement of the skills being built?

Does the material depict good teaching techniques?

Are the examples used in the product presented in a positive setting?

Do the materials reflect sound educational practices within the context of the program? The subject aspects of the material will reflect sound educational practices.

Are the component parts of the materials interrelated? The AV materials must be correlated with print materials and reinforced positively.

If negative teaching techniques are illustrated, exemplary techniques are reinforced.

Does the material presentation reflect the perceived philosophy of the product? (Does a product on individualizing, individualize it, or group teach it?)

Is there an appropriate balance reflecting the culture? (race, age, sex, etc.)

5. Evaluation

There will be a built-in evaluation to measure change as outlined in the purpose.

There will be a method of measuring the participants' progress.

There will be a vehicle for measuring the materials and the effectiveness of the facilitator.

Is there quality control on the facilitators used?

Has the potential target audience been involved in the critiquing of the materials?

6. Recommendation

The materials will be described as either informational or skill building or affective?

Are the materials for personal professional growth or classroom skill development?

A recommendation should be done.

7. Cost

Is the cost realistically stated?

8. Implementation

Is there an outside or inside facilitator required?

Does an on-site facilitator need special training?

9. Advertising

Is the title of the product intriguing, but not misleading?

APPENDIX E

Assessing Resources for Inservice Education: Describing, Critiquing, Using Information

Criteria for Critiquing Inservice Products

Bellevue, Washington Team
and
Kelso Team

CRITERIA FOR CRITIQUING INSERVICE PRODUCTS

Bellevue, Washington Team
San Francisco Conference
January 21-23, 1976

PRODUCT SELECTED: "Positive Attitude Toward Learning"

The *technical quality* of this work is similar to the old teacher's normal school guidelines and seemed to be based upon the apparent skill level of persons who have had Pre-Behavioral Science 101.

The *purposes* are clearly stated and the procedures seem to be easy to follow, but they show very little relationship to the development of positive attitude in the learner.

Appropriateness for target audience -- if the teachers "needed" this defined narrow set of procedures, they have a long way to travel philosophically in their attitudes about the art of teaching.

We saw no special effort made to allow for *social fairness* -- impossible to evaluate.

The program is not *adaptable*, it is restrictive in the nature, format and objectives stated for the in-service teacher.

Unanticipated outcomes could be negative -- in that behavioralized objectives treat students as spoon-fed objects, not human beings interested in creative pursuits of learning.

The *product effectiveness* may be measured by the design. It programs a person to think in terms of a narrow set of outcomes that treat the cognitive but not the affective domains of the learners' understanding.

Related to Bloom's Taxonomy of learning it would be classified on the bottom of the order -- Knowledge of Facts.

The only section that would speak to what "individualized instruction" should be is on pages 5 and 6. They (the authors) wrote some neat ideas about positive reinforcement for students, however, the quantitative nature of tabulating the responses bothered us. It seems that the quality of response would be more worthy of evaluation than the quantity.

We don't feel that the product would be effective with teachers. They might resent the nature of the program.

CRITERIA FOR CRITIQUING INSERVICE PRODUCTS

Kelso Team
San Francisco Conference
January 21-23, 1976

PRODUCT SELECTED: "Human Relations and School Discipline"

We consider the product to be quite effective and a worthwhile educational in-service experience. We attribute its effectiveness to:

(a) its relevance to current trends in educational concerns for "human" teaching;

(b) its usefulness to a wide spectrum of teachers (K-12);

(c) the quite high technical quality of the product itself and

(d) its ability to trigger both individual thought and group interaction.

Appropriateness for Target Audience

Although the product's topic of "Human Relations and School Discipline" refers to the whole spectrum of teaching K-12, the films were almost solely concerned with elementary education (i.e. illustrated problems and situations in the elementary schools). I would have liked at least a few of the films to show an active correlation to high school situations.

Content Validity

We were impressed by the number of noted educational professionals who contributed to the product, which seemed to add a great deal to the product's validity.

Clarity of Purposes and Procedures

The opening product instructions seem to identify clearly the procedures. The "purposes" are less clear, with the realm of "human relations" left open to the individual's needs and desires for personal outcomes. (This lack of stated objectives could "throw off" some who rely on the all-too-familiar behavioral objectives, but we personally liked the open-ended nature of the product.)

Adaptability

Seems very useful to individuals, small groups or even entire faculties.

Social Fairness

The product seemed very conscious of this aspect -- even to the point of showing more minority inner-city situations and individuals than white. There is also a film devoted to the minority report aspect of human relations. Also women administrators were shown as well as men ... another "conscious" effort ???

Unanticipated Outcomes

- generates an interest in many of the current "spokesmen" for educational trends (Glasser et al)
- generates very active group discussion as well as the individual's "self-searching" into his own teaching effectiveness.

Relationship of Cost (Time, Money) to Outcomes

Would encourage purchase rather than rental so films could be seen several times if needed -- also shown to students when applicable. We feel it to be very worth the money and time involved.

Technical Quality and Appeal

Films interesting -- would keep a faculty's interest even after a long day of teaching. Some of the films (note: Harris) however, may touch only too briefly on too large a topic and could be expanded into more detail.

APPENDIX F

Report from the Coordinator of the Vancouver Group.

3395 BUCKINGHAM AVENUE
EUGENE, OREGON 97401

June 4, 1976

To: Bob McClure

From: Don Shutt

Re: Listener Inservice - Vancouver, Washington

Inservice training for the Listener Program, Individualized Reading, was conducted with the staff at Hough Elementary School, Vancouver, Washington, on April 14, 21, 28, 1976. The inservice sessions were conducted from 12:30 p.m. to 3:30 p.m. in the Media Center (library) of the school.

During the first session introductions were made and the following items were taken care of:

1. Information sheets regarding participant data were completed.
2. Announcement of critique session by Far West Lab Personnel.
3. Announcement of Dr. Veatch's visitation in May.

The role of the Project Coordinator was then explained to the staff. This role was explained as one of a group facilitator and not one of a resource specialist. The Project Coordinator then presented a definition of how Dr. Veatch defines individualized reading.

Study guides were then distributed to all participants and the procedure for completing each tape was explained:

1. Contents of the tape would be briefly explained to group.
2. Group participants would read each question inorder to establish purpose for listening to each segment.
3. After each question, the tape would be stopped and participants would be given the opportunity to discuss the content of that particular segment.
4. At the conclusion of each day, participants would be given the opportunity to state any concerns or questions that they would like to address to Dr. Veatch. (A copy of a letter to Dr. Veatch is attached.)

5. Halfway through each session a fifteen minute break would be scheduled.

The above procedures were adhered to throughout the three inservice sessions.

The following content was completed during each session:

April 14 - Tape 1
Tape 2 - Side 1 - 17:20 minutes

20 staff members were present

April 21 - Tape 2
Tape 3
Tape 4 - Side 1 - 16:15 minutes

18 staff members were present

April 28 - Tape 4
Tape 5

17 staff members were present

During the first session, participants were seated according to their own preference. However, at the end of this session, the Project Coordinator requested that participants sit according to grade level assignments. Participants were told that perhaps many of the future discussions would be more meaningful if this new seating arrangement were tried. At the beginning of the second session, three participants reminded the group that a request was made for the formation of grade level groups. Some discussion was held and since smoking was allowed in the room, and since some group members did not want to sit near those who smoked, participants did not sit according to grade level assignments. The Project Coordinator did not participate in this discussion.

Also during the first session, a picture puzzle was on the table and two participants kept working with the puzzle during the entire session. All puzzles were removed from the room prior to the second session.

The program was strictly adhered to except for two variations. Participants wanted additional activities for students to do and more information on how to get additional library books for their school. The Coordinator sent to the school copies of activities that students could do after reading a book (see attached) and information on the RIF Program (Reading is Fundamental). These were the only deviations-additions to the program.

The inservice went very smoothly; however, I do have some comments that I would like to make:

1. The staff is not totally committed to this approach. Some teachers stated that they could not see how this program could work effectively in their classrooms.
2. On three different occasions, the principal stated that a particular teacher used this approach very effectively and that it could be done.
3. The previous items led me to believe that a very small group of teachers at Hough School were interested in using this approach totally. However, the principal seemed to be lending a great deal of support to this group in hopes of "swaying" other faculty members.

If I can answer any questions regarding the inservice or to clarify any aspect of this report, please feel free to contact me.

Sincerely,

APPENDIX G

EXECUTIVE SUMMARY OF NEA/NIE INSERVICE EDUCATION PROJECT

EXECUTIVE SUMMARY

The National Education Association, in collaboration with twelve state education associations, corresponding state departments of education, the Educational Products Information Exchange, and the Far West Laboratory for Educational Research and Development, proposes a system to support local application of educational R & D outcomes to improve teaching of the basic skills. This system will be user based and highly accessible, building upon an existing network of agencies to provide linkage between theory and practice.

Problem Definition

This project is designed to ameliorate problems that teachers and others who work closely with students identify as being critical to learning. Such problems relate directly to the teaching of basic skills--defined here to mean science and mathematics, reading and language arts, reasoning and problem-solving. The project will emphasize the application of R & D teacher education outcomes with potential for resolving such problems as poor student motivation; diagnosis of learning needs; difficulties in assessing student progress; increasing student attending behavior to learning tasks; improving retention rates; individualizing programs; and construction of classroom-based evaluation tools and instructional materials. While the means for attacking problems in teaching might include utilization of innovative curricular materials, these would be materials in which supporting teacher training is included. Thus, rather than simply disseminating curricular materials, this project proposes to couple such dissemination with improved teaching strategies resulting from educational research and development.

The project is concerned with teaching strategies and the inservice training of teachers for three major reasons.

First, the experience of the past decade has made it clear that innovative curricular packages alone do not effect long-term improvements in student learning. *How* curriculum materials are used may well be more important than the materials themselves. Moreover, studies such as one recently made by the RAND Corporation for HEW have found that long-term assimilation of innovation requires an emphasis on "teacher training in practical classroom issues."

Second, evidence is available that the dimensions that distinguish between more and less effective teaching of mathematics and reading are less curriculum-specific than they are descriptive of *fundamental teaching strategies*. (Special Study A, Far West Laboratory for Educational Research and Development, 1975.)

Third, teachers identify as educational problems with which they need assistance, various *teaching strategies applicable across basic skill areas:* for example, student motivation, structuring learning experiences, individualization, classroom management. A national survey of teacher inservice education needs conducted by the NEA revealed that teachers attach high importance to improving their pedagogical skills and knowledge so as to increase their teaching effectiveness in the basic skills and in other subject areas.

Applicability of R & D Outcomes

An estimated 1,000 teacher training outcomes have resulted from educational R & D during the past decade. A preliminary search has revealed that there are currently available in transportable form multiple training outcomes related to virtually every specific area of teaching strategy applicable to the basic skills. Such products range from the simple and inexpensive (e.g., a programmed booklet for individual teachers designed to aid her or him in metrics instruction) to the complex and expensive (e.g., a multimedia package for a building faculty to help them develop skills to plan and execute an individualized language arts program). Most of these products were developed by support from Federal or State funds; others by commercial publishers or individuals. Several are bound to specific curricula; more are generic in their intended impact.

There has not been widespread use of the products. Most teachers and other potential users do not know that such a rich resource for programs of professional growth exists. Some catalogs describing them have received limited distribution among practioners, but these descriptions, it has been learned from a currently operating pilot project, do not match information needs of potential users.

Thus, current dissemination efforts of these potentially helpful R & D outcomes are characterized by the absence of user awareness of available R & D outcomes, a procedure to match user needs and such outcomes, an information base necessary to informed selection by users, and easy access to such information.

This project is designed to at least partially fill such gaps, thereby increasing dissemination and helping to resolve instructional problems at the local level.

Target Audience

It is proposed that this project serve teachers and other local users in approximately 60 local education associations and school districts distributed across the country. These sites will be located in the 12 states whose state education associations and state departments of education are collaborating in this proposal. The number of sites in each state will vary, ranging from 3 to 4 sites in the less populous states to 8 or 9 sites in the larger states.

Local sites will be selected jointly by the state education association and state department of education, in cooperation with the project staff located at the National Education Association. Site selection criteria will be (1) presence of support among local practitioners for the problem identification process; (2) willingness to collaborate in a local-state-national linkage; (3) commitment to the improvement of teaching; and (4) diversity of school districts and populations--rural/urban and racial and ethnic minorities.

Target sites are divided into two groups. Sites in the seven eastern states will enter the project in Phase 1 in the early fall of 1976; sites in the nine western states will enter the project in Phase 2, beginning in the fall of 1977.

Project Objectives and Activities

The project has four major objectives:

1. To assist local users in the identification and specification of site-specific problems in teaching the basic skills.
2. To build upon existing information resources in order to develop an easily accessible, user-based information system on training products that will improve teaching in the basic skills.
3. To assist in the establishment at each local site of criteria for selecting training outcomes and in the application of these criteria to the selection of locally appropriate inservice training programs.
4. To assist users in adapting selected training products to fit local requirements and in installing them at the local level.

In achievement of these objectives, it is proposed to (1) conduct a series of on-site supporting activities through "state facilitators" and (2) establish a user-based knowledge system on training outcomes. These two activities are central to the more detailed work steps in achievement of each of the objectives.

First, on-site support will be centered around state facilitators--one in each of the participating states from the state education association and one from the state department of education. These persons will serve as coordinators, consultants, and on-site assistants and trainers in problem identification, utilization of the knowledge base, outcome selection, and adaptation/implementation of training outcomes. They will be specifically prepared for these responsibilities through training workshops subcontracted to the Educational Products Information Exchange (EPIE) for the eastern states and to the Far West Laboratory for Educational Research and Development (FWLERD) for the western states. Their activities will be supported by the project staff at the National Education Association which will serve as a clearinghouse for communications among states.

Second, a user-based information system will be established and operated throughout the project. Both the rationale for this system and its key components grow out of a Pilot Study on Inservice Teacher Training Needs currently being conducted by the Far West Laboratory in cooperation with the National Education Association.

Through a series of regional conferences and extensive consultation with local users of R & D outcomes, this Pilot Study has found that existing catalogues and computerized descriptions of training outcomes do not provide the information required for local decisions to adapt and implement. (A report of these findings is appended to the proposal narrative.) It is proposed, therefore, that this project build upon existing outcome descriptions and adapt them to reflect *user* information needs. Criteria for user-based descriptions have been generated by the Pilot Study and provide a basis for the knowledge base development proposed for this project. In addition, we propose to build into the documents describing R & D training outcomes user critiques of effectiveness generated by the project and user adaptations and implementation plans. Thus, project participants also will become contributors to the knowledge base.

A high degree of accessibility to these documents will be attained by housing them in central files at the NEA. Information specialists will be available via a WATS telephone system to help local and state planners specify their inservice education needs and to initiate and follow through on resource identification.

Building upon the services provided through state facilitators and the user-based information system, the project will provide support to local sites in each of four major areas of activity: problem identification and group problem solving, identification and awareness of the R & D knowledge base, selection of R & D outcomes, and adaptation/installation of outcomes. Local site personnel will receive training in problem identification, receive assistance in adapting a product appraisal instrument for use in local selection processes, and be helped to adapt and implement training outcomes. They also will be assisted in establishing linkages with developers and users outside of the project as appropriate.

Contribution to Educational Dissemination

This project is characterized by several features that have significant potential for increasing dissemination of R & D outcomes.

First, *the project builds upon existing linkages* among educational agencies to support the dissemination of R & D outcomes. It links:

- A central agency, the National Education Association--which has experience in gathering and synthesizing information and in serving as a clearinghouse and advocate of ideas for the profession;
- State education associations--which serve similar functions in their own states vis a vis both the NEA and the local associations and which also more directly service teachers through professional development activities;
- State departments of education--which provide and collect information, have legal and financial authority with respect to local education agencies, and provide training and assistance for local problem identification and solution;
- Local education associations and school districts, the sites at which the project will be conducted--which are involved firsthand in problem identification, training of personnel, and appraising innovative programs;
- Two educational R & D agencies, the Far West Laboratory for Educational Research and Development and the Educational Products Information Exchange--which have particular expertise in product assessment, adaptation/installation, and in training school personnel.

The project also will expand this linkage and provide communication among R & D users and R & D producers and policy-makers. With the Project's central staff serving a middleman role, information will be channeled between local schools and R & D agencies, teacher trainees, policy makers, nonparticipating schools, and governmental bureaucracy. Channels of communication for this purpose will be a regularly issued project newsletter, the state facilitators, and ongoing local, state and national association activities--publications, conferences, etc. While the direct cost to the project of these dissemination activities is small, the potential for increasing communication among a wide variety of individuals and agencies about R & D related concerns would be substantial.

Second, *the project will provide user-based knowledge* about R & D training outcomes. The need for such knowledge as a prerequisite for increasing R & D utilization has been established through Pilot Study activities. The knowledge base will build upon existing descriptions and modify them to be user based in that they will (a) reflect the information users have identified as needed to select appropriate training outcomes and (b) incorporate user critiques of effectiveness.

Third, *the project will provide a high degree of accessibility* to knowledge base documents. Accessibility will be facilitated by the fact that the National Education Association has what is generally recognized to be the best network in the country for reaching teachers. The NEA is a source to which teachers and other school personnel are accustomed to turning for information.

Evaluation

Three kinds of evaluative activities will occur: (1) those necessary to assure that the project is managed efficiently; (2) those designed to produce useful data about the dissemination, adoption, and installation processes employed by the project and their effect on classroom practice; and (3) those necessary to insure progress towards the project's four major objectives.

Assessment of the project will be measured against four criteria:

> CRITERION ONE: Teachers and other education professionals at local, state and national levels in the target group will be competent in identifying, prioritizing, and justifying instructional problems--particularly those that lend themselves to solution through the application of R & D outcomes developed for purposes of inservice education.

CRITERION TWO: An Information Center on Inservice Education Resources is established and providing users in 80 pilot locals with easily accessible information which matches their instructional needs with 500 high quality R & D outcomes designed for inservice education. In addition, the service is being used by a significant number of teachers and other users not in pilot sites. Users will provide critiques of products they have used following a process established by the project.

CRITERION THREE: Eighty local sites will have established criteria for selecting and adopting R & D training outcomes consistent with user instructional problems. Such criteria will be easily applicable to the product selection process indicated in Evaluation Criterion Four. User critiques of a minimum of 100 products will be available to potential users.

CRITERION FOUR: Local users will have selected and installed R & D outcomes related to teacher inservice education which are designed to aid in their solving previously identified instructional problems. User critiques will substantiate that product use has resulted in more effective teaching strategies in the basic skills targeted in this proposal.

APPENDIX H

Forms 1-11

DESCRIPTION OF TEACHER IN-SERVICE EDUCATION MATERIALS

A. SUMMARY INFORMATION

TITLE:

INTENDED USERS:
GRADE LEVEL(S):
NUMBER:
PRIMARY FOCUS:

SCHOOL SUBJECT AND IN-SERVICE AREAS COVERED:

WHAT PARTICIPANT DOES IN USING THE MATERIALS:

MAIN COMPONENTS, PERSONNEL, RESOURCES, SPACE, TIME REQUIRED FOR USE:

COMMENTS:

PRICE RANGE:

PUBLICATION DATE(S):

DESCRIPTION OF TEACHER IN-SERVICE EDUCATION MATERIALS

B. IN-DEPTH INFORMATION

TITLE:

INTENDED USERS:
GRADE LEVEL(S):
NUMBER:
PRIMARY FOCUS:

1.0 PURPOSES/INTENTS
1.1 RATIONALE ___STATED ___IMPLIED ___NOT INDICATED

1.2 ANTICIPATED OUTCOMES
1.21 GENERAL ___STATED ___IMPLIED ___LEFT TO THE USER
___SAME FOR ALL ___ADAPTABLE FOR DIFFERENT USERS

1.22 SPECIFIC ___STATED ___IMPLIED ___LEFT TO THE USER
___SAME FOR ALL ___ADAPTABLE FOR DIFFERENT USERS

2.0 CONTENT
2.1 SCOPE OF TOPICS:

2.2 SEQUENCING AND COVERAGE:

3.0 DELIVERY SYSTEM
3.1 PHYSICAL DESCRIPTION:

3.2 HELP GIVEN IN USE OF PRODUCT:

3.3 RESOURCES REQUIRED/RECOMMENDED:

3.4 DESCRIPTION OF MAIN IN-SERVICE ACTIVITIES:

4.0 ASSESSING PARTICIPANT GROWTH:

5.0 PRODUCT DEVELOPMENT
5.1 IDENTIFICATION OF THE DEVELOPER:

5.2 HOW DEVELOPED ___STATED ___IMPLIED ___NOT AVAILABLE

6.0 ORDERING INFORMATION
6.1 DISTRIBUTOR NAME/ADDRESS:

6.2 COMPONENTS/APPROXIMATE COSTS:

COMPONENT	PURCHASE	RENTAL	NO. REQ.	REUSEABLE

6.3 REVIEW COPIES?

6.4 TRAINING/CONSULTATION:

6.5 COMMENT/EXPLANATION:

FORM 1

FORM 2

DESCRIPTION OF TEACHER IN-SERVICE EDUCATION MATERIALS

A. SUMMARY INFORMATION

Title:	INDIVIDUALIZED READING
Publication Date(s):	Copyright 1974 - development date unknown.
Intended Users:	Experienced teachers desiring an introduction to individualized reading and suggestions for a classroom plan or teachers already conducting an individualized program interested in acquiring additional ideas.
Grade Level(s):	K-6.
Number:	Individual or groups - more than one group can use materials if properly scheduled.
Primary Focus:	Overview of an individualized reading program for elementary students.

School subject(s) and/or in-service topic(s) covered:
This material focuses on helping the elementary teacher develop an individualized reading program. It introduces the participant to several teaching skills including management of the program. Five topics are briefly treated: Introduction and Rationale, Mechanics and Practical Helps, Beginning Reading, Individual Conference and Grouping, Teaching of Skills. A point of view about reading and what the learning environment should be is emphasized and, as a result, the participant's attitudes about teaching of reading may change.

What participant does in using the materials:
Participant listens to taped talks. At predetermined intervals the tape is stopped and questions, which are included in a study guide, are discussed. The material is designed to be used by individuals or small groups.

Resources:
A set of five cassette tapes by Jeanette Veatch is the essential part of this material. A Study Guide/Workbook is included which contains questions to accompany segments of each tape. An instructor is not required. Cassette tape recorder is needed. Individuals can use in places of their choosing; groups may want a regular meeting room. Total time is about nine hours - the tapes run a total of five hours and approximately four hours is needed for the accompanying discussions.

Describer critique:

There appears to be a good match among purposes, activities, and expected outcomes. Technical quality is good. The potential user should understand that use of this material requires a fairly small investment of time (5-9 hours depending on use) and should not expect a thorough treatment of all the knowledge there is about individualized reading.

Price Range: $69.95 (non-consumable) plus 50¢ per participant for Study Guide/Workbook (expendable).

#8
6/76

2. (Form 2 continued)

B. IN-DEPTH INFORMATION

Title: INDIVIDUALIZED READING

Publication Date(s): Copyright 1974 - development date unknown.

Intended Users: Experienced teachers desiring an introduction to individualized reading and suggestions for a classroom plan or teachers already conducting an individualized program interested in acquiring additional ideas.

Grade Level(s): K-6

Number: Individual or groups - more than one group can use materials if properly scheduled.

Primary Focus: Overview of an individualized reading program for elementary students.

1.0 PURPOSES:

"In-service should be individualized" and material from this developer does so by providing media and discussion questions that can be used in a variety of settings.

This material is based on several assumptions including: (1) individual reading programs can be initiated (and even maintained) with a few students or all; (2) student self-selection of books is essential to a good program as are individual conferences, small group instruction on a need basis, and record keeping by student and teacher; (3) independent activities ("interest centers") are important to a well run program; (4) skill development including phonics can and must be emphasized along with nurturing a love of books.

Participants in the program will have thought through a point of view about individualized reading, acquired some of the skills necessary for initiating one, and will, hopefully, be motivated to acquire additional background to maintain and further build their program.

2.0 CONTENT — Scope and Sequencing of Topics:

Five topics are introduced - some in greater depth than others:

INTRODUCTION AND RATIONALE - key vocabulary, self-selection, conferences, skills, oral language, choosing books, "rule of thumb," readiness, the individual conference, reading-writing, basal readers and trade books, research on individualized reading, basal readers, skills, child reactions.

MECHANICS AND PRACTICAL HELPS - getting the room ready, centers of interest, notebook, getting books, the reading period, the individual conference, grouping, managing, helpful hints, aides.

BEGINNING READING - what reading is, how to start, talking, key vocabulary, alphabet, learning the alphabet, beginning phonics, relationship of reading and writing.

INDIVIDUAL CONFERENCE AND GROUPING - values of the conference, notebook and checklist, questions for the conference, why to group, homegeneous grouping, flexible grouping, forming groups, purposes of groups.

THE TEACHING OF SKILLS - linguistic science, ITA, programmed materials, reading and writing, teaching comprehension, punctuation, multi-syllable words, other skills, evaluation including notebooks, interests, records, and tests.

A bibliography (not annotated) is included in the Study Guide which indicates resources so that the user can go into greater depth on the above topics if they choose.

Tapes are to be listened to in order since, in many cases, concepts and skills are added in subsequent sessions. All participants follow the program sequentially; there is no differentiation of sequence for individuals.

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main in-service activities:

Materials provided include: (1) Single page description which includes brief background information about the author, content description, use of the material, and objectives; (2)five cassette tapes; and (3) one Study Guide/ Workbook which includes questions keyed to segments of the tapes, and a list of suggested readings. (14 pages plus 4 blank pages for notes and a one page request for user comments by the distributor.)

All material is packaged in a vinyl album-like folder.

3.2 Help given in use of product:

Study Guide/Workbook provides alternative suggestions about individual or small group use of materials (1 page) and directions for using the Study Guide (1 page). The Guide divides each tape into six segments and provides discussion questions for the individual or group.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

No predetermined evaluation is used; each individual assesses his or her growth.

Some of the questions raised in the Study Guide/Workbook are evaluative in nature, particularly the last one:

> "Evaluate your own teaching effectiveness and compare it with the effectiveness you might achieve through individualization with slow and fast learners, with under- and over-achievers, and with average pupils." (Page 13, Study Guide/Workbook.)

5.0 ORDERING INFORMATION

5.1 Resources required/recommended:

The supplier indicates that an instructor is not required. Some users indicate, however, that a leader or coordinator strengthens the program.

All materials are provided with the album. If more than one person uses materials, additional Study Guides should be purchased. A cassette tape player is needed.

Each of the five tapes run 50 to 58 minutes. Individuals can commit as little as 30 minutes a day to the program; groups would probably meet once a week for about one and a half hours. Total time for either individuals or groups would be about nine hours. (There are five hours of tape and groups will probably want to spend an additional four hours for intermittent discussions.)

5.2 Distributor name/address:

Listener Educational Enterprises
6777 Hollywood Boulevard
Hollywood, California 90028
Phone: 213/ 462-6424

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
Complete Kit - Album-type holder, five cassettes, one Study Guide/Workbook	$69.95	--	1	Yes
Study Guide/Workbook	.50	--	1/participant	No

COMMENT: Purchase of five or more albums from any of the several titles available from the company qualifies the purchaser for a discount of approximately 20%.

The company does have available for a fifteen day free trial, an "evaluation set" of materials which contain excerpts from all of their albums. It includes an "authors' tape" which is designed to give the reviewer an idea of the processes used and the way in which the material is packaged. Individual albums, however, are not available for review. No money-back-guarantee-if-not satisfied goes with purchase of this album or any other in their catalog.

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6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

Dr. Jeanette Veatch, Professor of Education (Retired), Arizona State University. Author of several publications on individualization, frequent workshop leader, former elementary teacher.

6.2 How developed and when:

No indication of the process used to develop the materials is provided except that the company sought out several educators such as Dr. Veatch and asked them to put their ideas on tape. It is assumed that the taped talks are distilled from Dr. Veatch's workshop experiences with elementary teachers over the last several years. The questions in the Study Guide appear to have been developed by selecting important points from her talks and emphasizing them through focused discussion.

6.3 Evidence of effectiveness with users:

None indicated except in testimonials quoted in promotional literature.

ANALYST'S GUIDE

B. IN-DEPTH INFORMATION

TITLE: (Give full title of product. Indicate whether single item or part of a larger set or system. If so, name that system.)
PUBLICATION DATE(S): (If not obvious, look for coded number such as in a Copyright designation.)
INTENDED USERS: (Specify the kind of problem this product purports to solve as well as designating the kind of practitioner for whom it is designed: e.g. teachers, inservice and preservice, seeking a brief overview of classroom management methods.)
GRADE LEVEL(S): (Refers to grade/age level of students with whom participants intended users work.)
NUMBER: (Optimum number of participants that can be accommodated with one set of materials, except as noted under 3.0 "Activities" and C-1 "Adaptability.")
PRIMARY FOCUS: Brief concise statement using thesaurus descriptors of in-service areas--intents/contents: skill building, information/understanding imparting attitude change/values clarification, in selected instructional/subject areas.

1.0 PURPOSES:

Mention each of the following; indicating whether stated directly in the product, inferred by you, or not stated. Quote or paraphrase where possible.

a. RATIONALE:
Two kinds of rationale can be summarized here: one that deals with why the product was developed, what need it is supposed to fill, at what kinds of teaching problems it is directed; another that describes the theoretical basis for the product, the assumptions regarding how teachers learn or how change can be brought about in teaching.

b. GOALS:
General statements of anticipated outcomes, if stated or implied.

Broad goals that the product is intended to achieve, general expectations for what should result from the use of this product. Quote what producer says, when possible, or paraphrase.

c. OBJECTIVES:
Specific statements of anticipated outcomes.

Specifying objectives, or outcome expectations, for the product--often given at the beginning of each subsection. Quote directly, if space permits; otherwise describe the form in which the objectives are given and supply representative examples. Objectives may deal with the building of skill or competencies, gaining information or understanding, and/or attitude change or value clarification.

2.0 CONTENT - SCOPE AND SEQUENCING OF TOPICS:

a. SCOPE

List main topic or content areas covered in the product. List in the order in which they are taken up in using the product, if appropriate--anticipating section on sequencing.

There may be at least two kinds of topics: one kind dealing with teaching competencies such as those related to individualizing instruction or assessing pupil progress and the other with school subject areas such as reading or mathematics. Mention also in this section the topics that might be added through reference to any supplementary materials or bibliographic citations.

For each topic listed, give some indication of the degree of depth to which it is treated (number of paragraphs or pages, e.g.,) so as to indicate to reader whether merely mentioned (at one extreme) or dealt with extensively. It might help to indicate topic coverage is on a scale from purely theoretical/ philosophical to actual applications in the teacher's classroom.

b. SEQUENCING (If Crucial, explain how and basis for it)

If author/producer indicates that the topics and procedures should be taken up in a particular order, indicate what the order is--perhaps by referring to "a" above--what basis there is for that sequencing, and how important the following of the order is to success in using the product. Also indicate whether there are prerequisites to the use of the product, any pretests or other means for determining individual readiness to use the product, and whether every user must go through all the content and procedures or provisions are made for skipping parts dealing with proficiencies that have already been developed.

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 DESCRIPTION OF MAIN IN-SERVICE ACTIVITIES:

(OF WHO DOES WHAT, WHEN, HOW: MAIN INSERVICE ACTIVITIES)

Prose sketch of what use of this product looks like in operation: what kinds of activities participants would engage in, with whom, when--and in what order, trainer/trainee roles, relationship to actual classrooms...etc. In writing this sketch, name by title (see 5.3) the components that are used in carrying out the various activities

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3.2 HELP GIVEN IN USE OF PRODUCT:

(MANUALS, GUIDES, AVAILABLE TRAINING, ETC.)

Describe what comes with the product, or is listed in writing as being available on request--as a training consultant.. Include in your description an indication of the degree of detailed help given--that is, how much of the acutal procedures for using the product is covered in the manual(s) that comes with it and how much would have to either be known to the user or obtained elsewhere.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

ASSESSING PARTICIPANT GROWTH (WHAT IS EVALUATED, BY WHOM, HOW, HOW USED)

Tests, inventories, checklists, observation schedules, or other means of assessing participant status or progress--whether administered by the participants themselves, or by someone else such as an instructor, and whether used as pre-/midway-post-assessments, formative or summative evaluation.

5.0 ORDERING INFORMATION

5.1 RESOURCES REQUIRED/RECOMMENDED:

(Include participant time, trainer/consultant time, space and equipment requirements, materials required/recommended, both (a) those that come with the product, and (b) those which must be supplied by the user, including important administrative/organizational arrangements that are related to the conditions of use, e.g., other teachers, students and classrooms, released time, space and equipment, supervisory logistical support.)

5.2 DISTRIBUTOR NAME/ADDRESS:

(Be as complete as possible--name contact person if available. Always include telephone number.)

5.3 COMPONENTS/APPROXIMATE COSTS:

COMPONENT	PURCHASE	RENTAL	NO. REQ.	REUSABLE

(All parts listed--special emphasis on those that need to be ordered separately, include distributor category numbers when available.)

TRAINING/CONSULTATION:

(Identify source, procedures for acquiring, and approximate costs.)

PREVIEW COPIES AVAILABLE? _____No _____YES

(If yes, how do you get them?)

(Space left for any explanation that will help potential user get the materials. If analyst is aware of any ordering problems indicate here. Use astrisks above and rever to this part of page.)

6.0 HISTORY OF DEVELOPMENT

6.1 IDENTIFICATION OF THE DEVELOPER:

(Name, institutional relationship, project title, key staff, etc.)

6.2 HOW DEVELOPED AND WHEN:

Summarize or paraphrase producer's description, if any. For each product, indicate whether product (a) was field tested and, if so, in what kinds of schools with what kinds of teachers/students) (b) based on previous research (indicate which, with references) but not field tested in its present form. (c) shows no indication of either (a) or (b). Include time period in which development took place.

6.3 EVIDENCE OF EFFECTIVENESS WITH USERS:

(If available, how gathered, by whom, from what kinds of users.)

ANALYST'S GUIDE

C. DESCRIBER CRITIQUE

1. APPROPRIATENESS/ADAPTABILITY/TECHNICAL QUALITY:

Your judgment of:

(a) the need or problem which could be ameliorated through the use of this product including appropriateness for intended users.

(b) how adaptable this product would be for different users, delivery formats, or content areas than those suggested by the producers.

(c) language, editing, attractiveness, ease of use, especially any qualities which might significantly interfere with (or greatly enhance) its use.

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2. CONTENT ACCURACY/SOCIAL FAIRNESS/COMMUNITY ACCEPTANCE ISSUES:

Your judgment of any problems with (a) factual accuracy, (b) such matters as ethnic, sex bias, or stereotyping, or possibly controversial content.

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3. OVERALL SUMMARY/COMMENT:

Include main strengths, weaknesses, potential problems, congruence among design parts.

FORM 5

C. DESCRIBER CRITIQUE

(EXAMPLE FROM "INDIVIDUALIZED READING")

Appropriateness / adaptability / technical quality:

This material appears to be appropriate for teachers interested in initiating an individualized reading program, as well as those conducting full-fledged programs and who are seeking new ideas or insights. The material requires a small investment of time (5-9 hours depending on use) and the user, therefore, should not expect a thorough treatment of individualized reading.

The material can be used by individuals or small groups, in in- and out-of-school settings, and can be enriched by additional content or activities. Some upper elementary teachers may think the tape, "Beginning Reading" is not pertinent to their needs. Some secondary teachers may find the material useful — most will not.

The tapes are clear and easy to understand, although audio signals of where to stop for discussion would be helpful. Printed material may be overly concise.

Content accuracy/social fairness/community acceptance issues:

Dr. Veatch proposes an individualized program that is based on research and her experience in child growth and development and the "total language approach to reading." The material appears to accurately reflect that body of knowledge. Those who think that other approaches to reading instruction are more effective will disagree with the validity of the one described in this material.

The material is essentially free of sex, race, or ethnic bias, although some may be offended by reference to the teacher as "she." The term "Negroes" is used on one tape and this may offend those who prefer, "Blacks."

Overall summary/comment:

The author's point of view about individualized reading is well thought out. She provides practical suggestions for the teacher in getting a program started.

Some of the questions raised in the Study Guide are less than compelling; inventive teachers or group leaders can do better.

The term "workbook" is a misnomer for the short (14 pages) printed document and the potential user should not assume that she/he will receive a full-fledged set of exercises or activities to reinforce the material presented on the tapes.

FORM 6

INSERVICE EDUCATION PROJECT

Far West Laboratory for Educational Research and Development
1855 Folsom Street, San Francisco, California 94103

INITIAL FORM FOR PARTICIPANTS IN PILOT SITES

Circle One: Traverse City Weymouth Vancouver

Name of Product to Be Used

____

Name ____________________________

School ____________________________

Grade Level Taught ______________ Subject Matter Taught ______________________

Years in Teaching ______________

Age Range ☐ 20-30

☐ 31-40

☐ 41-50

☐ 51-60

☐ 60 and above

What do you expect to learn as a result of participating in this inservice education activity? Please include in your response whether what you expect to learn is related to any specific school subject or group of students.

FORM 7 -- page 1

CIRCLE ONE:
Vancouver
Traverse City
Weymouth

Name________________

PRELIMINARY SURVEY FORM - A

1. What do you think is the role of objectives in teaching and learning?

1	2	3	4	5	6
Very precise (i.e., behavioral), determined in advance by someone other than learner					General goal statements which student uses to guide learning

EXPLAIN:

2. What do you think is the place of content in providing appropriate learning experiences for students?

1	2	3	4	5	6
Main emphasis on learning of facts, concepts, generalizations, rules, principles					Main emphasis on inquiry, learning-to-learn, problem solving

EXPLAIN:

FORM 7 -- page 2

3. What do you think ought to be the basis for deciding the sequence in which content is presented?

1	2	3	4	5	6
Analysis of subject matter and/or learning tasks (e.g., programmed instruction, chronology in history)					Analysis of student needs and interests (e.g., language experience approach to reading, student problems oriented curriculum)

EXPLAIN:

4. What do you think are the characteristics of an appropriate learning setting?

a.

1	2	3	4	5	6
Deductive approach (e.g., students first learn rules of grammar then apply them to their writing)					Inductive approach (e.g., students first write and are helped to learn the rules of grammar through their experience)

EXPLAIN:

b.

1	2	3	4	5	6
Teacher makes main decision about who does what, when, how					Main decision made by student(s) in consultation with teachers (jointly)

EXPLAIN:

c.

1	2	3	4	5	6
Whole group organization					Small group, individual organization

EXPLAIN:

FORM 7 -- page 4

5. What do you think are the characteristics of an effective evaluation approach?

a.

1	2	3	4	5	6
Main purpose is summative (e.g., for reporting, grading, placement, curriculum evaluation)				Main purpose is formative (e.g., providing immediate and continual feedback on teaching and learning)	

EXPLAIN:

b.

1	2	3	4	5	6
Mainly conducted by teacher and/or outside agent				Mainly conducted by student in cooperation with teacher	

EXPLAIN:

c.

1	2	3	4	5	6
Mainly paper and pencil				Range of methods including observations, interviews and others	

EXPLAIN:

FORM 8 -- page 1

Name ______________________
(Individual or Group)

USER CRITIQUE OF ______________________
(Name of Product)

Objectives

1. Were objectives stated? ___ yes ___ no. If yes, were they clear?
___yes ___no. Please comment.

2. If objectives were not stated or not clearly stated, did that hinder your use of the product? ___yes ___no.
Comment

3. Did the objectives match what you wanted to get out of using the product?
___yes ___no. If no, explain.

Content - Scope

1. Was the scope of the content in the product sufficient to meet:
   a. The purposes of the product? ___yes ___no. If no, what's missing?
   b. Your purposes in using it? ___yes ___no. If no, what's missing.

FORM 8 -- page 2

2. Did you expect that your use of the product would help in teaching a specific school subject(s)? ___yes ___no. If yes, was the content of the product helpful?

3. Are the materials valid in that they are honest and reflect current knowledge? ___yes ___no. If no, how were they deficient?

Content - Sequence

1. Did the sequence in which the topics were taken up make a difference in the use of this material? ___yes ___no. If yes, in what way(s)?

2. If yes, did the materials provide adequate guidance to that sequencing?

Delivery

1. List the resources that you actually had access to, including consultant/instructor/coordinator: (see Product Description Section 3.1 and 3.3 for total list).

2. Please comment on the technical quality of each of the materials. (clarity, editing, durability, attractiveness, use of color, etc.)

3. Was the help given in the use of the product adequate? (include your reactions to materials and people).

4. Does the product require a trainer/instructor/resource person?

   __yes __no. If not, should it?

5. Could you as an individual use the product without the help of a

   a. resource person? __yes __no.

   b. group of fellow teachers? __yes __no.

   Explain:

6. Which of the activities did you actually carry out in using this product? (See 3.4 of Product Description.)

7. Did the learning approach implicit in these activities match the way in which you like to learn? __yes __no. Please explain.

FORM 8 -- page 4

Assessment

1. Does the product contain means for assessing your learning? ___yes ___no. If yes, was there a good match between assessment means and purpose (objectives) of the product?

2. Do the assessment provisions in the product give you an adequate reading of what you thought you learned from using the product? ___yes ___no. Explain:

Overall Comments

1. Was there a match between your expectations prior to using the product and what you actually learned?

2. Would you recommend this product to those who had needs similar to those you identified before using it? ___yes ___no. Explain, please:

3. If you were to recommend it to others or use it again yourself, what suggestions would you have to make it more usable and effective?

FORM 8 -- page 5

4. Was the investment of your time worth what you got out of using the product?

5. Was the cost of the product worth what you got out of using it?

6. Were any biases evident in the product that would hinder its usability as a teacher education product? (sex, race, ethnic, etc.)

7. How effective was the product for you?

D. USER CRITIQUE

(EXAMPLE FROM "INDIVIDUALIZED READING")

User(s): Two groups of teachers — group A from a lower socio-economic urban school in Washington State; group B from middle income suburban schools near Boston. 19 teachers in A and 9 in B, varying in age and years of teaching. Group A was from K-6 school and worked as a total faculty. Group B made up of volunteers from 3 schools. Both selected this product after deciding to focus on individualized reading. There were sub-groups in A and B which held differing points of view about teaching and learning. In each, a sub-group labeled themselves "structured," "teacher centered." or "traditional" while others called themselves "flexible," "child centered" or "progressive." Both were seeking specific help in initiating and maintaining an individualized reading program. (*Note:* See last paragraph, below, regarding a special condition of these two groups.)

Summary of critique:

OBJECTIVES: Most sub-groups agreed that objectives were stated and that they were clear. Generally, all felt that there was not a match between what they thought the program was to be (specific help) and what was actually contained in the material.

CONTENT: All groups agreed that the *scope of the content* was not sufficient for the purposes of the material. Sub-groups identifying themselves as more "student centered" tended to praise the overview tape and to say that the material generally was sufficient to meet their purposes in using it. Those sub-groups with more traditional views were more harsh in their critique of the scope of the content. All groups were generally satisfied that the materials were honest and reflective of current knowledge although there was some criticism from more traditional teachers about Dr. Veatch's "stereotyped view of basal readers." Most teachers felt that, in regard to *sequencing of content*, the material must be used in the order it is presented.

DELIVERY: Both groups had the services of a coordinator while using the material. All felt that this was an important addition to the material and that their group discussions led by the coordinator were very useful. All teachers praised the technical quality of the material. Most felt that the approach used with these materials (taped talk with intermittent discussion) matched the way they liked to learn although they felt that other activities should have been added to enrich the experience.

ASSESSMENT: There was disagreement among the sub-groups as to whether the product contained means for assessing the teacher's growth as a result of using the material — some thought that the discussion questions in the Guide provided a means for evaluation.

OVERALL COMMENTS: Those teachers who label themselves as "progressives" tended to give a more positive critique than those who called themselves "traditionalists" All groups observed that the material should be supplemented with additional activities if they are used in a group situation.

SPECIAL NOTE: It should be noted that teachers in both groups provided this critique as part of a pilot project. This condition may have influenced their critique of the material since their involvement was not the same as others who will use this product on a self-motivated basis. More importantly, they selected the product on the basis of a description which contained several inaccuracies that tended to give them a false expectation of what the material could do for them. As soon as possible, teachers who use this material in normal situations will be asked to provide their critiques and these will be added to this description.

D. USER CRITIQUE

(EXAMPLE FROM "INDIVIDUALIZED TEACHING AND LEARNING")

User(s):

Thirteen K-6 teachers from several schools in a small city in Michigan. Most members were under 40 years old and had taught from 3 to 11 years; two were above 40 and had taught 20-30 years. Their students are primarily middle class and white. Product was selected by local teacher association inservice committee after deciding to focus on individualization. Some of these users were in the selection group, most were not and participated after selection was made. Differing points of view about learning and teaching were held by sub-groups of the total group--some labeled themselves as being more "structured" than others or "teacher centered" while others were more "flexible/open classroom" oriented or "student centered." The summary below indicates when there were differences between these sub-groups in their critiquing of the product.

Summary of critique:

OBJECTIVES: Existed and were clear. Teachers who identified themselves as being more "structured" tended to feel that the objectives "did not match what they wanted to get out of using the product": the material "was not detailed enough."

CONTENT: In regard to the *scope of the content*, most teachers felt that it was insufficient to prepare them to individualize their program. Again, the more "structured" teachers felt this to a greater degree than did others. All felt that the material was appropriate to the needs and characteristics of their students. Most thought the material was applicable to all subject areas and that it accurately reflected current knowledge about individualization--although one group was troubled by comments about the irrelevancy of class size when considering whether or not to individualize. Most felt, in regard to *content sequence* that the material should be listened to and discussed in the order it is presented.

DELIVERY: All felt that the technical quality was good--"clear," "attractive," "well laid out"--and that adequate help was provided to properly use it. Most felt that they could have used the material independently but that a group leader and the discussion sessions enhanced it. One sub-group cautioned potential users to not plan to use more than one tape (about 50 minutes of material) at a session and to allow ample discussion time. Most liked the approach used with these materials--a few would have preferred an on-the-scene resource person.

ASSESSMENT: All agreed that the Study Guide provided a means for assessing their growth although most felt that it was not particularly strong in this respect and that there was no substantial evidence (outside of personal feelings) that growth had occurred.

OVERALL COMMENTS: Most of the teachers were seeking specific assistance in establishing some form of individualization in their classroom and generally felt that the product did not provide them with enough to get started. Two matters are important to consider in regard to their critique. First, these teachers were part of a special study and their selection and use of the product was different than it would be in a more normal situation. This may have influenced their review. Second, the original description of the material (now revised and shown on the first seven pages of this booklet) contained some statements which may have created false expectations.

FORM 11

D. USER CRITIQUE

(EXAMPLE FROM "INDIVIDUALIZED INSTRUCTION")

User(s): Ten teachers, K-12, from several schools in a small city in Michigan. Most members of the group were under 40 and had taught from 3 to 12 years. Their students are primarily middle-class and white. Product was selected by local teachers association inservice committee after deciding to focus on individualization. Some of these users were in selection group, most were not and participated after selection was made. Differing points of view about learning and teaching were held by sub-groups of the total group: one labeled themselves "structured" (defined as: "Teacher directed individualization where the student progresses through a pre-set hierarchy of skills at his or her own rate"), while others called themselves "personalized individual instruction" (which they defined as "*unsystematic structuralists* i.e. emphasis on personal goals and guided teaching"). The summary below indicates when there were differences between these sub-groups in their critique.

Summary of critique:

OBJECTIVES: Are stated and are clear. The "structured" group thought there was a match between objectives and what they wanted from the material; the "personalized.." group thought they were "comprehensive – too much so for the situations of the users" (that is, themselves).

CONTENT: In regard to the *scope of the content* most felt that it was sufficient for the purposes of the material, their purposes in using it, and the needs and characteristics of their students. A few felt that even though the scope was adequate, the author's ideas could not be implemented in their classrooms. All thought the material would be helpful in all subject areas but after using it found that for a variety of reasons it was not applicable to their particular curricular interest. In regard to *sequence of content*, all felt that the material should be used in the way it is laid out in the book ("Yes, it is a programmed text" said one group).

DELIVERY: Generally, the sub-groups were complementary of the technical quality of the material - some criticized the small print, lack of color and suggested the checklist be better set off. All noted that they got more out of the material because they had a coordinator but conceded that the material could be used without one. The more "structured" teachers favored the learning approach (programmed text) while others were negative.

ASSESSMENT: All agreed that the product contained adequate ways to measure the participant's growth and that they felt that their own learning had been measured to their satisfaction.

OVERALL COMMENTS: Generally all ten teachers felt positive about the product and its effectiveness for them. Those teachers who called themselves "personalized.." were less positive and indicated some basic philosophical differences with what is being proposed in the book for students. All indicated they would recommend the product to "those who had needs similar to theirs." (See "Intended Users" line on page 1 of this description.)

SPECIAL NOTE: These teachers received, used, and evaluated this material as part of a special project and their assessment may reflect that special condition. Other teachers who use the material in more normal situations may assess its effectiveness differently.